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ABSTRACT

Designed for migrant students in grades 9 through 12, the Yo Puedo Program attempted to motivate students to remain in and graduate from high school and to continue their education at the university level. The 5-week summer program, conducted at the University of California at Santa Cruz, provided an academic setting and a positive learning environment which included academic instruction in reading, basic skills, writing, math, and Mexican history. In addition to academic skill development, the curriculum provided experiences in art, drama, leadership, group interaction and verbal communication, as well as an opportunity to participate in career awareness and college preparation classes, and recreational activities. The evaluation process involved on-site observations; interviews with students; questionnaires to students, staff, and parents; discussions with staff members; and test scores, writing samples, and class records. Overall, students, staff, and parents had very positive attitudes about the program. Students' holistic writing scores increased significantly from pre- to posttest. Test scores on reading and math proficiency tests did not change from pre- to posttest although students judged that they had improved in those areas. Appendices comprise two-thirds of this report and include data tables, course descriptions, and summaries of responses to questionnaires and interviews. (JHZ)

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# EVALUATION OF YO PUEDO SUMMER PROGRAM 1985-86

## EXECUTIVE SUMMARY

The Yo Puedo Program was conducted on the campus of the University of California, Santa Cruz during a five-week session, June 28 through August 22, 1986, and was a part of the Migrant Education Program, Region 16, Monterey County Office of Education, under the direction of Raymond Isola, Coordinator. The program at the University of California at Santa Cruz provided an academic setting and a positive learning environment which included academic instruction in reading, basic study skills, writing, math, and Mexican history. In addition to academic skill development the curriculum provided an opportunity for students to develop skills in art, drama, leadership, group interaction and verbal communication, as well as an opportunity to participate in career activities. Students resided on campus for a five-week period and attended classes from 8:30 a.m. to 5:30 p.m., Monday through Friday, with parent visitation and educational field trips scheduled on weekends. The program was evaluated by San Mateo County Office, Planning, Development and Evaluation staff members, Randall Cognetta, Director, and Jean Goodwine, Evaluator.

**The Yo Puedo program was viewed by the evaluators as highly successful and could be termed exemplary. It provided the students with positive growth, not only in academic areas, but also in interpersonal skills and self-concept.**

The evaluation process involved on-site observations by the evaluators in order to determine the degree to which the Yo Puedo Program objectives were being addressed and in order to gather data to answer the evaluation questions. Interviews with students were conducted and questionnaires were administered to students, staff and parents. In addition, discussions with teachers and program administrators were also used as data-gathering activities. Test scores, writing samples, and class records also provided data for the evaluation process.

Outcomes for each of the major elements in the Yo Puedo program are presented below:

**Writing:** The evaluators observed that writing activities were a major focus of the Yo Puedo program. According to the writing samples collected from the students, holistic writing scores increased from pre- to posttest, and differences were statistically significant. In addition, data collected by interviews and questionnaires showed that all of the students felt that their writing had improved during the five-week Yo Puedo Program. The writing program was successful in improving the ability of the students to write and in developing, within the students, positive attitudes about their ability to write.

**Reading:** Students' perceptions about the reading and math programs were very positive as students felt that they had improved and had become more confident about their abilities in reading and mathematics. However, the students' test scores on the reading and math proficiency tests, as grouped data, did not increase from pre- to posttest. That was assumed to be due to the fact that the minimum proficiency tests administered were not appropriate instruments for the Yo Puedo students.

**Basic Study Skills:** Students were generally very positive about the various activities conducted in the basic study skills class. Most students used the resources in the library, improved in their ability to outline and summarize class assignments, improved in their test taking skills, and learned to be better listeners.

**Student Attitudes About Self:** The Semantic Differential, a measure of self-concept, was used as the data gathering instrument. From the data collected it could be inferred that the Yo Puedo Program had a positive effect on improving the self-concept of those students who entered the program with a relatively low measure of self-concept. That conclusion was supported by the students' comments during interviews where they stated that the Yo Puedo Program made students "feel good" about themselves, their abilities, and their futures.

**Self Awareness and Career Planning:** The analyses of the data collected for the program area dealing with careers were mixed. Students apparently learned much about careers and job opportunities as evidenced by the questionnaire data. But, students apparently had as much knowledge about personal traits or desires and careers at the beginning of the program as they had at the end of the program. The instruments used for collecting data did not seem to be appropriate for a proper analysis of student achievement related to the objectives in self-awareness and career planning.

**Perceptions of the Yo Puedo Program:** Staff members in the Yo Puedo Program felt that the program was "terrific," that the program had a good basic structure, that the goals were well explained in the staff orientation. There was positive communication and interaction among the staff members which was an indicator of an outstanding program. However, several teachers did indicate that if other ethnic groups are to be included in the Yo Puedo program, perhaps the inclusion of the Mexican History course and Mexican Folkdance activities should be reviewed.

Parents were extremely satisfied with the Yo Puedo Program and felt that their children changed in a positive direction because of the program. According to the parents their children were more willing to learn, more studious, more enthusiastic, more self-sufficient, more self-confident and more determined. In addition, parents felt that their children were more understanding and respectful of others because of Yo Puedo.

Comments from students across each grade level group about the total program and about the teachers were, generally, very positive: Yo Puedo program taught students how to have confidence, trust, awareness, responsibility for self. According to the students, their communication skills and academic skills improved. In addition, teachers were patient and encouraging; they were friends to students inside class as well as outside of class. Some areas of concern, however, surfaced:

- more computer instruction
- introduce P.E. class last period of the day
- review amount of homework assigned and time allowed for completion
- review Mexican History instructional materials

One student stated on the Exit Questionnaire: "The program made me think more about my future in a very positive way - now I know that I will make it, accomplish my dreams."

## ABSTRACT

The Yo Puedo Program was conducted on the campus of the University of California, Santa Cruz during a five-week session, June 28 through August 22, 1986, and was a part of the Migrant Education Program, Region 16, Monterey County Office of Education. The program at the University of California at Santa Cruz provided an academic setting and a positive learning environment which included academic instruction in reading, basic skills, writing, math, and Mexican history. In addition to academic skill development the curriculum provided an opportunity for students to develop skills in art, drama, leadership, group interaction and verbal communication, as well as an opportunity to participate in career awareness and college preparation classes, and in recreational activities. Students resided on campus for a five-week period and attended classes from 8:30 a.m. to 5:30 p.m., Monday through Friday, with parent visitation and educational field trips scheduled on weekends.

A series of evaluation questions were prepared as a part of the evaluation design to help serve as the focus for the evaluation and to provide information for future Yo Puedo Programs.

1. How effective was the instructional program in improving the skills of students in writing?

2. What was the effect of the program on the achievement of students in reading, math and basic study skills?

3. Has the program had an effect on student attitudes toward education?

4. What career awareness activities seemed effective?

5. What are the perceptions of students/staff/parents about the Yo Puedo program?

The evaluation process involved on-site observations by the evaluators to determine the degree to which the Yo Puedo Program objectives were being addressed. In order to obtain reactions to the Yo Puedo Program, interviews with students were conducted and questionnaires were administered to students, staff and parents. In addition, discussions with teachers and program administrators were also used as data-gathering activities. Test scores, writing samples, and class records also provided data for the evaluation process.

Writing:

The evaluators observed that the writing activities were a major focus of the Yo Puedo program. According to the writing samples prepared by the students, their holistic writing scores increased from pre- to posttest, and the difference was statistically significant. In addition, 100% of the students who completed the Questionnaire for Student Skill Improvement felt that their writing had improved during the five-week Yo Puedo Program. Twenty-two students were interviewed by the evaluators and the topic of writing was discussed with the students. Students indicated that the writing class would be of help to them when they returned to high school in the fall. It can be inferred that the writing program was successful in improving the ability of the students to write and also in developing, within the students, positive attitudes about their ability to write.

Reading:

Students' perceptions about the reading and math programs were very positive as students felt that they had improved and had become more confident about their abilities in reading and mathematics. However, the students' test scores on the reading and math proficiency tests, as grouped data, did not increase from pre- to posttest. That was assumed to be due to the fact that the proficiency tests were not appropriate instruments for the Yo Puedo students.

Basic Study Skills:

Students were generally very positive about the various activities conducted in the basic study skills class. Most students used the resources in the library, improved in their ability to outline and summarize class assignments, improved in their test taking skills and learned to be better listeners.

Student Attitudes about Self:

The Semantic Differential, a measure of self-concept, was used as the data gathering instrument. From the data collected it could be inferred that the Yo Puedo Program had a positive effect on improving the self-concept of those students who entered the program with a relatively low measure of self-concept. That conclusion is supported by the students' comments during interviews where they stated that the Yo Puedo Program made students "feel good" about themselves, their abilities, and their futures.

Self Awareness and Career Planning:

The analyses of the data collected for the program area dealing with careers were mixed. Students apparently learned much about careers and job opportunities as evidenced by the questionnaire data. But, students apparently had as much knowledge about personal traits or desires and careers at the beginning of the program as they had at the end of the

program. The evaluation process and the instruments used for collecting data, as was the case last year, did not seem to be appropriate for a proper analysis of student achievement closely related to the course objectives in self-awareness and career planning.

Perceptions of the Yo Puedo Program:

Comments from students across each grade level group about the total program and about the teachers were mostly very positive: Yo Puedo program taught students how to have confidence, trust, awareness, responsibility for self, as well as communication skills. In addition the program taught students how to reach goals and develop good study skills. According to the students, teachers were patient and encouraging, they were friends to students inside class as well as outside of class. A few areas of concern surfaced:

- more computer instruction
- introduce P.E. class last period of the day
- review amount of homework assigned and time allowed for completion
- review Mexican History instructional materials

One student indicated on the Exit Questionnaire, "The program made me think more about my future in a very positive way - now I know that I will make it, accomplish my dreams."

Staff members in the Yo Puedo Program felt that the program was "terrific," that the program had a good basic structure, that the goals were well explained in the staff orientation. This coupled with positive communication and interaction among the staff members was indicative of an outstanding program. In addition, staff members noticed that students had "blossomed" during the five-week program, were able to express their opinions more clearly, and developed more self-confidence. Teachers also noticed a growth in students' feelings for each other. However, several teachers did indicate that if other ethnic groups are to be included in the Yo Puedo program, perhaps the inclusion of the Mexican History course and Mexican Folkdance course/activities should be reviewed.

Parents were extremely satisfied with the Yo Puedo Program and felt that their children changed in a positive direction because of the program. According to the parents their children were more willing to learn and more studious, were more enthusiastic, more self-sufficient, self-confident and determined. In addition, parents felt that their children were more understanding and respectful to others because of Yo Puedo. As one parent stated, the Yo Puedo Program provides "Preparing the spirit for students who can see the open way to the university." A few parents suggested that the program could be improved by extending the program, giving guidance on personality and elegance, extending study hours, providing the brightest students with economic aid and scholarships for their studies, and, for the recent group of graduates, continuing to motivate them so they can continue with the same enthusiasm that was transmitted to them by staff during the program.

Conclusion:

The Yo Puedo program was viewed by the evaluators as highly successful and could be termed exemplary. It provided the students with positive growth, not only in academic areas, but also in interpersonal skills and self-concept.

Major recommendations were as follows:

- the Yo Puedo Summer Program be continued for Migrant Education students, housed at a four-year university, and with the same high caliber teaching staff.

- if students from different ethnic groups are to take part in future Yo Puedo Program activities, then the Mexican History and Mexican Folkdance classes must be reviewed for their appropriateness to all students.

- a review of the amount of homework assigned for all classes be conducted as well as the scheduling of the Physical Education and folkdance class.

- more consideration be given to increasing students' experiences with computers and science.

- more appropriate evaluation tools be developed to measure reading and math proficiency, and progress in the Personal Planning and Career Preparation course.

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## INTRODUCTION

The information presented in this evaluation report is a summary of the data collected for the evaluation of the Yo Puedo Summer Program for secondary school migrant education students. The Yo Puedo Program was conducted on the campus of the University of California, Santa Cruz during a five-week session, June 28 through August 22, 1985, and was a part of the Migrant Education Program, Region 16 at the Monterey County Office of Education under the leadership of Nancy Leon, Director, and Raymond Isola, Coordinator. Evaluation services for the Yo Puedo Summer Program were provided by the Planning, Development and Evaluation staff at the San Mateo County Office of Education.

The major emphasis of the Yo Puedo program was to motivate migrant secondary students, in grades 9 through 12, to remain in and graduate from high school, and to continue their education at the university level. The Yo Puedo Program at the University of California at Santa Cruz provided an academic setting and a positive learning environment which included academic instruction in reading, basic skills, writing, math, and Mexican history. In addition to academic skill development the curriculum provided an opportunity for students to develop skills in art, drama, leadership, group interaction and verbal communication, as well as an opportunity to participate in career awareness and college preparation classes, recreational activities (including physical education and Mexican folk dance). As indicated above students resided on campus for a five-week period and attended classes from 8:30 a.m. to 5:30 p.m., Monday through Friday, with parent visitation and educational field trips scheduled on Sundays. For the first time since the inception of the Yo Puedo Program, Vietnamese students as well as Hispanic students were enrolled in the five-week program.

A major purpose of this evaluation report was to provide information that would help Migrant Education personnel provide the best possible educational program for Migrant Education students. In addition, information from the evaluation report will help serve as a means of communicating with the various publics: parents, students, school personnel, school boards and the community.

The evaluation report is divided according to the following topic headings:

- Introduction
- Program Description
- Evaluation Procedures
- Summary of Program Implementation Observations
- Evaluation Questions/Findings/Conclusions
- Overall Conclusions
- Recommendations
- Appendices

## PROGRAM DESCRIPTION

The Yo Puedo Coordinator, Raymond Isola, had the responsibility to implement the Yo Puedo Program activities at the University of California Santa Cruz campus. The first stage of the implementation of the Yo Puedo Program involved the selection of migrant students into the program using the following criteria:

- completed application form
- a 300-word autobiography
- two letters of recommendation from school personnel
- report card grade transcripts
- parental consent

The selection process involved a grade point system which included students' interests and motivation, grade point average, staff recommendations, extra-curricular activities, leadership, level of responsibility, potential for growth, and academic success.

Forty-eight students in grades 9-12 from high schools in Monterey County were selected to participate in the Yo Puedo Program.

| Grade Level | Number of Students Participating |
|---|---|
| 9 | 26 |
| 10 | 10 |
| 11 | 8 |
| 12 | 4 |
| Total | 48 |

Six teachers, both English and Spanish-speaking, were hired for the various subject areas and received pre-service training. During the pre-service training teachers were apprised of teaching strategies to involve students in discussions, dialogue, interaction, and a curriculum which fostered self-awareness, growth, self-confidence and positive self-esteem through staff support. Each teacher functioned independently in his/her individual classroom.

In addition, five resident college students assisted as tutors in a work study program provided by the University of California at Santa Cruz, assisted teachers and students during the classroom hours, and tutored students in the evening and during study hall. The Resident Assistants selected were those university students who were successful academically and who shared a similar background with the participating migrant students. Resident Assistants served as role models to motivate Yo Puedo Program students to continue their education. Because the Resident Assistant was a university student himself/herself, the Resident Assistant was able to provide information about the university system, financial aid, housing, coursework, etc. The Resident Assistant also lived in the dorm with the Yo Puedo students and was available for counseling, tutoring and weekend supervision for scheduled activities and field trips.

The Migrant Education Psychologist/Teacher, Lydia Cepeda, served in a dual role as Yo Puedo Program Personal Planning and Career Teacher as well as program Counselor, with the assistance of the Resident Assistants, in order to help students resolve academic and/or personal problems and to develop a mutual respect for one another, both in class and outside of class. Afternoon counseling sessions were established on a regular basis in three to four locations to accommodate the needs of the students in the Yo Puedo program. Students requested evening counseling sessions to discuss personal matters involving their own lives. The sessions were conducted by both the psychologist and the Resident Assistants.

One of the first activities of the Yo Puedo program implementation process involved an extensive orientation for parents and incoming Yo Puedo students to discuss the focus of the Yo Puedo Program. The orientation meeting was held on August 10, 1986, at 10:30 a.m. at Porter College plaza. Letters were sent home inviting parents to the orientation and over 100 parents and friends attended. The students and parents had an opportunity to meet the other students who would be attending the five-week program and to learn more about the dimensions of academic life and fundamentals of the program. The role of parents in the students' educational development was stressed.

Migrant students selected to participate in the Yo Puedo program received academic instruction in basic skills, math and Mexican history with an emphasis in the development of writing skills. For the subject area of reading an interdisciplinary approach was used throughout the program. A schedule of daily Yo Puedo program activities, for both the teachers and Resident Assistants, is presented in Appendix A of this report. Basically students attended classes from 8:15 a.m. to 4:30 p.m., with a one hour and fifteen minute lunch hour. A Leadership class was offered two days a week as an elective. In addition, the art and drama classes were conducted as a part of the Work Study Project. Students received $3.35 per hour, minimum wage, for the sixteen hours that they participated in in the art and drama classes. These classes were offered on four consecutive Saturdays -- art class was presented from 1:00 p.m. to 3:00 p.m., and the Drama class was presented from 3:00 p.m. to 5:00 p.m.

A program description of each of the nine courses offered was prepared by the Yo Puedo Program staff and is presented below:

- Art: Students were introduced to the basics of watercolor, painting and drawing, through the use of still life, life drawing, and landscape -- focus on lights, shadow and cast shadows. Emphasis was on individual creativity through the use of "free" structural content. Students were not graded, but evaluated in terms of their individual effect and growth.

- Basic Study Skills: Students learned basic study skills by completing five basic study skills books. Students received one unit of high school credit for each book completed. The objectives of the study skills class include the following: 1) to increase

students' ability to skim a text, ask questions, read, recite answers to questions and recall relevent information; 2) to improve student's understanding of specialized vocabulary, visual tools, sequencing, and conclusions; 3) to improve student's critical thinking skills; 4) to develop student's skills in notetaking, outlining and summarizing and 5) to improve student's test taking and listening skills. As indicated above up to five units of credit could be obtained by participating students in the program for completion of this course.

- Career/Personal Planning: The Migrant Education Region 16 Psychologist used the texts, "Choices" and "Challenges," as a part of the curriculum, which covered the following areas: assertiveness training, values clarification, decision making, skills identification, career planning, goal setting for the future, and college financial aide. The psychologist worked with each student on personal planning and career education. Students were required to research careers and determine the type of training and education required.

- Drama: Students developed their basic drama skills in stage presence, formal acting, oral communication, improvisation, sensory and emotional awareness, rhythm and movement, playmaking, and play writing. Students also developed poise, confidence, ease and versatility in verbal presentation. Some Drama students presented drama productions for students, staff and parents throughout the five-week period.

- Student Leadership: Fifteen students selected the Leadership class as an elective and were involved in building organizational skills and self-confidence, and were a part of the decision making process. Student committees were organized from the beginning of the Yo Puedo Program where all students had an equal oportunity to select the committee of their choice, e.g., cultural exchange, parent orientation, beach party, graduation.

- Math: The math class instruction exposed and encouraged students to work on math problems cooperatively; provided students with a basic description of computer uses and functioning; exposed students to the Unix system; renewed problem solving strategies to develop various strategies in the following areas: logic problems - solving equations, graphing straight lines and parabolas, probability and statistics, word problems leading to equations, word problems involving fractions, perimeter and surface area, and volume, computation with integers, using guess charts, computation of perimeter, area, surface area and volume and computation with fractions. Group work was used to provide students with an opportunity to observe and discuss their problem solving process and learn to choose from several strategies. Manipulative materials (rods, cubes, dice, etc.) were used whenever possible to help students discover rules, patterns, and strategies for themselves.

- Mexican Folkdance: The primary goal of this course was to expose the students to the Mexican culture and history as demonstrated in dance. For those students who were of Mexican background the course reinforced their awareness of their artistic, anthropological, historical, cultural and social background. The course was presented in a global perspective by presenting world-wide influences on Mexican dance and music. Students were required to participate in at least one major performance.

- Physical Education: Students who did not participate in Folkdance were involved in non-competitive sports/activities: volleyball, baseball, calisthenics, soccer and aerobic exercises.

- Pre-Columbian Mexican History: The students were introduced to the different cultures that existed in Pre-Columbian Mexico: Tlatilco, Olmecs, Toltecs, Teotihuacans, Zapotecs, Mayas and the Aztecs. The analyses of these cultures included social structures, architectural buildings, art forms, intellectural developments and contributions to the world. The cultural aspects of the old cultures were also analyzed and compared to present Mexican society: 1) individual tests on the cultures of Tlatilco, Cuicuilco, Copilco and the Olmecs, 2) in-class group presentation on an assigned culture, 3) art project of any Pre-Columbian Mexican art piece made out of modeling clay or water colors; and 4) a final exam consisting of all the material covered in the course.

- Writing: The main goal of the writing course was to develop and increase students' confidence with writing. Based on the premise that desire precedes critical evaluation, students could see the need to express their ideas on paper. Other key goals for the writing class were: improvement of writing skills, introduce students to different writing modes, give students experience in researching information and reporting results, provide a forum for self-expression and exchange of ideas, give students the opportunity to write about personal experiences and possibly open up a new understanding of any traumatic event, and certainly teach critical thinking, so that statements, issued orally or in writing, are substantially supported. By assigning three major writing projects, Personal Narrative, Reportage, and Controversial Issues, reading prose models that represented these prose types, and completion of writing activities in class (creative, argument, descriptive, and interview writing) students would become familiar with the writing process. Assignment of a daily journal was also a part of the lesson plan as students could learn the joy that comes from free expression divorced from any evaluation but their own.

In addition to the regularly scheduled classes, guest speakers were contacted and provided students with a one to two hour workshop during the five-week Yo Puedo program as follows:

| Topic | Presenter |
|---|---|
| - Computer Usage and Careers | Dennie Lee Van Tassel, Consultant |
| - Early Outreach Counseling and UC Admissions Standards | C. Beatriz Lopez-Flores, Admissions Counselor Student Affirmative Action |
| - Financial Assistance/Partnership Program | Roberto Garcia, Director of the Partnership Program |
| - Obstacles and difficulties in being admitted to a university/ methods and experiences how to surmount the impediments | A group of hispanic high school graduates who had been accepted to Cornell and other universitites engaged in a question/answer period |
| - Alcoholism/Substance Abuse | Celia Organista, Outreach Counselor for Fenix Family Alcoholism Service Center |
| - Community Involvement and Support in Public Schools | Ana Caballero, Attorney at Law in Salinas Valley |
| - Parent Involvement in the Learning Process | Jesse Sanchez, Alisal School Board Member |
| - Goal Setting | Scott Lawson |

Yo Puedo Program students were also engaged in other activities both on campus and off campus as listed below. Students participating in off-campus activities had the written approval from their parents.

- Cultural Exchange - An international cultural exchange was organized comprised of three cultures: Canadian Cree Indians, Vietnamese and Mexican cultures. The the focus of the cultural exchange was directed toward reinforcing students' self image. The cultural exchange began with a friendship circle dance to music. Each cultural group shared customs with a question and answer period following. Included were the similarities of the Canadian Indian culture when compared to the Mexican culture.

- Magic Circles "Communication Skill Development" - Students attended four, two-hour workshops and were involved in the following cooperative learning experiences: learning to plan for the future, learning to develop self-confidence and to express themselves, learning to trust and to communicate with one another, learning about topics involving equality for both males and females and the obstacles facing Hispanics and other minorities when trying to attain a goal or attend college. Students also completed a questionnaire regarding their participation in Magic Circles - see Appendix A for a complete summary. Overall, 39 students rated the session as "Excellent." Students felt that the session helped them

to gain self-confidence and helped them to communicate in a very positive way, as well as learning how to have respect for others and to accept others' feelings. In addition, students felt that the Magic Circles enabled them to feel more comfortable with each other, and they learned they could speak up as well as stand up for their beliefs.

- Self-Esteem Workshop - "Cooperative Learning through Action Socialization Experiences" - A three-day outdoor activities workshop for Yo Puedo Program students to learn to work with each other in developing their self-confidence, trust, communication, responsibility, cooperation and leadership skills. In addition, students learned to perform/accomplish physical skills using, for example, ropes and the 4 x 4 board walk in order to develop the previous skills mentioned. Thirty-nine students who completed the self-esteem workshop questionnaire indicated that they thought the self-esteem workshop was excellent (see Appendix A). Students indicated that they learned how to develop trust and to work together as a team. In addition, students developed communication skills, leadership, responsibility, courage, self-esteem, determination as well as learning new skills. Some students found the most difficult activities during the three-day course involved trusting others while students were involved in a specific rope activity, for example, walking across the top of a beam or rope. Students who participated in the three-day course recommended that the course should be offered again to future Yo Puedo students as it was a very "exciting and cooperative activity," which helped in gaining self-confidence, trust and communication skills.

- Monterey Aquarium - All students participated during the first week of school.

- Twin Lakes beach area - Recreational activity for all students.

- Santa Cruz Public Library - All students participated in conjunction with writing their research papers - girls and female staff participated on one afternoon and boys and male staff participated another afternoon.

## EVALUATION PROCEDURES

The two evaluators met with Raymond Isola, Coordinator, prior to observing in the Yo Puedo Program classrooms. Most evaluation data gathering forms were developed for the Yo Puedo Summer Program of 1984-85 and used for the 1985-86 Yo Puedo summer program, for example, collection worksheets, tests, questionnaires, interview outlines, attitude scales, and data collection forms. A series of evaluation questions were prepared as a part of the initial evaluation design to help serve as the focus for the evaluation, and to provide information for the decision-making process for future Yo Puedo Programs.

1. How effective was the instructional program in improving the skills of students in writing?

2. What was the effect of the program on the achievement of students in reading, math and basic study skills?

3. Has the program had an effect on student attitudes toward education?

4. What career awareness activities seemed effective?

5. What are the perceptions of students/staff/parents about the Yo Puedo program?

The evaluation process involved on-site observations by the evaluators to assist in determining the degree to which the Yo Puedo Program objectives were being addressed. Evaluators observed Yo Puedo Program classrooms on August 13, 1986 (see Program Implementation Observations section of the report). Student interviews were conducted on the evening of August 18, 1986, to obtain students' reactions to the Yo Puedo Program (see Evaluation Question 5. The following were data gathering activities that were also used to verify the Yo Puedo program implementation.

- individual classroom observations
- discussions with teachers
- discussions/interviews with students
- discussions with Yo Puedo Program Coordinator
- discussions with Migrant Education Director
- observations of tests/records/logs/questionnaires

## SUMMARY OF PROGRAM IMPLEMENTATION OBSERVATIONS

The Evaluation Improvement Program staff visited the Yo Puedo Program at the University of California at Santa Cruz on August 13, 1986 in order to monitor program implementation and to gather information/data for the final evaluation. Monitoring the program also enabled the evaluators to identify unexpected situations that could impede the implementation of the project. Presented below is a summary of the evaluators' visits to the classrooms in the program.

**Site Visit August 13, 1986:**

On August 13, 1986, as a part of the evaluation of the Yo Puedo Migrant Education Summer Program at Kresge College, University of California at Santa Cruz, two Planning, Development and Evaluation staff members from the San Mateo County Office of Education met with the Coordinator of the Yo Puedo Program, Raymond R. Isola, to discuss the program offerings and class schedules. Following the discussion the evaluators observed six Yo Puedo Program classes in order to monitor program implementation and to gather data for the final evaluation of the program. Presented below is a listing of the classes visited:

| Class | Instructor |
|---|---|
| Writing | Nancy Martin |
| Math | Judith Moschkovich |
| Career/Personal Planning | Lydia Cepeda |
| Mexican Folk Dance | Ramon Silva |
| Mexican History | Ramon Silva |
| Basic Study Skills | Diane Lissner |

Classes which were not a part of the evaluators' visit due to time constraints were the following:

| | |
|---|---|
| Physical Education | J. Alcantar |
| Art | D. Levin |
| Drama | R. Rojas |
| College Prep | G. Shirley |
| Work Study Project | C. Garcia |

Presented on the following page is a summary description of the evaluators' observations in the classrooms visited.

Writing:

The evaluators observed sixteen students in the first period writing class (8:15 a.m. to 9:15 a.m.) which was taught by Nancy Martin. The teacher, who was assisted by the Resident Assistant, S. Alba, was involved in a group discussion regarding types of global issues that could be used in writing an issue/proposition paper, which was part of a class assignment. Mrs. Martin used the chalkboard as she described for students the outline for writing an issue paper: that the reader must be able to ascertain what the argument represents, that the thesis sentence is actually the main point of view, and that the topic sentence argues for or against a specific issue. Students orally contributed their suggestions for possible issues, for example, "Should or should not teenage girls have abortions?" "Should or should not the U.S. give money to solve problems overseas?" The teacher used the issue statement example, "Should men and women be treated equally?" in order to illustrate on the chalkboard how students might write a paper about this particular issue. The teacher explained very patiently to students that they must have facts to support their issue statement which could include statistics, personal experiences, logic as well as psychological studies. Mrs. Martin explained that students could conclude their papers by restating the question in order to remind the reader that "Men and women should be treated equally." The teacher also suggested that students could use bumper sticker statements to begin their issue paper, and that most mottos stress some type of meaningful statement. Both the teacher and students discussed a variety of mottos that could be used in an issue paper, for example, "One nuclear bomb can ruin your whole day," or "Have you hugged your child today." Mrs. Martin brought the point across to the class that everyone has opinions and feelings about certain issues, and to be able to express those opinions and feelings orally and in writing, "is the most important thing to get out of this class." Most all students participated in the class discussion and were very attentive. Mrs. Martin also suggested that after the position paper was written, students should review the paper because they may not have logical reasons for their point of view. The teacher described that issue thinking was actually "brainstorming," and that issue thinking was actually "why you feel the way you do." After the class period was over, Mrs. Martin indicated that during the five-week session students have written papers in class -- personal experience writing, reportage, controversial issues, completed a research paper, and completed journal questions, accompanied by a journal writing mini issue. According to Mrs. Martin, she meets with students individually to monitor their progress. Five students in the class have completed their class assignments in Spanish.

Math:

Fifteen students were observed by the evaluators in the second period (9:30 a.m. to 10:30 a.m.) general math class taught by Mrs. Judith Moschkovich. According to Mrs. Moschkovich, a placement test, "Math Without Fear," was administered to students at the beginning of the Yo Puedo program to determine students' math level. Students were then divided into two groups, those who were in need of instruction in basic

math, and those students who were capable of profiting from a higher level of math instruction. The advanced math class studied probability, statistics, and logic problems. According to Mrs. Moschkovich, students are monitored as they progress. The teacher divided students into small groups of three or four and distributed math manipulatives, cubes, for a group activity involving volume, area and perimeter formulas. The first activity involved a review of students' homework assignment from the math text, "Building Success in Math." Mrs. Moschkovich presented the math homework problems on the chalkboard and carefully explained each problem in both English and Spanish. The Resident Assistant, J. Velasco, then gathered the completed homework assignments from the students. Mrs. Moschkovich began discussing "volume" from the text, and further explained that volume, illustrated in the book, was flat but that the cubes distributed would help students understand the idea of volume -- "how much space something takes up." The teacher explained that the assignment would be "to make several rectangular shapes using only 24 cubes of different lengths, widths and heights." Students began working together in their individual groups as the teacher explained that the first example was illustrated in their work books. The teacher then used the chalkboard to illustrate how to calculate the depth of the box, as the students began to use the math cubes. Mrs. Moschkovich circulated among students as they manipulated the cubes to answer a specific problem in the workbook for area, width and/or length. Students remained on task until they completed the assignment. As the teacher assisted one group with a problem, she suggested students draw a three dimensional box that she illustrated on the board so that students would understand cube dimensions. The Resident Assistant also circulated among the students as problems arose or to further explain the math assignment. After each problem was completed the students transferred their calculations to the workbook. Toward the end of the class session the teacher said, "Let's compare answers from each group." Mrs. Moschkovich then used the chalkboard and listed the answers from each group. To make sure students understood "volume" she illustrated three different methods to calculate volume. In addition, the teacher made sure students realized the difference in the formula for calculating volume and surface area. The teacher indicated to the evaluators that there needs to be a better evaluation tool developed for measuring problem solving.

Career Preparation/Personal Planning:

Seventeen students in the third period Career Preparation/Personal Planning third period class (10:45 a.m. to 11:45 a.m.) were observed by the evaluators in a relaxing, warm setting, where students sat on couches as the teacher, Mrs. Lydia Cepeda, instructed the class, assisted by the Resident Assistant, C. Martinez. The teacher began the first activity by discussing aggressive, passive and assertive behaviors, using the chalkboard to illustrate the type of person who is either the prosecutor, rescuer, or victim when using these behaviors. Students were directed to break into a "buddy group," or dyad, and then act out a situation, first in an assertive role and then in a non-assertive role. Mrs. Cepeda directed students to "keep their eyes open for the three elements" noticed in the different roles. Initially the teacher and staff acted out the role of prosecuter, rescuer and victim, for example, a son

returns home late from a date, and how both the mother and father react and deal with the problem. After the situation was acted out, students in large group discussion discussed which of the three roles the father, son and mother were playing. Other scenarios involved boyfriend/girlfriend, teacher/student, employee/employer. Students then acted out these roles using a different approach to the various roles, which gave students a better understanding of themselves -- learning to be responsible for themselves, the differences between men and women in places of authority, meaning of body actions, etc. A questionnaire was distributed to students dealing with those people they have conflict with and the type of situation involved -- when and how. According to the teacher, students are also involved in interpersonal communication directed toward career preparation, family dynamics which transfers into the job market and into education, time management, goal setting, listening, note taking, study habits, stress management, and creative visualization. In addition students have been involved in other types of role playing -- relations between Mexican/Anglo Americans in school and on the job. Mrs. Cepeda uses instructional materials which she has developed, in addition to the texts, "Choices" and "Challenges." The teacher indicated that students would be involved in simulated interviews for their career instructional assignment the following day, using the texts, "Choices" and "Challenges." Students, as a part of the class, read the "Occupational Outlook Handbook" on which the final exam was based.

Mexican Folk Dance:

Fifteen students were observed during the fourth period class (1:00 p.m. to 2:00 p.m.) participating and demonstrating various Mexican folk dance techniques and a cultural skit in the quad area of Porter College, under the instruction of Ramon Silva, with the assistance of S. Alba. Some of the dances involved the entire group of students; other dances involved only two pairs of students. According to the instructor, the folk dances originated in Northern Mexico - Dorango, and Southern Mexico - Yucatan Peninsula. As a part of the class instruction, according to Mr. Silva, students were introduced to Mexican history, culture and costumes of a particular geographical area, and the similarities and dissimilarities were discussed with students. Students also performed for parents during parent orientation. The class also enabled students to learn how to work in small groups. In addition, twelve elementary students, ages 6 to 11, from the Santa Cruz Parks and Recreation Disadvantage Program were in attendance and observed the dancing. Parents also viewed the dancing performance the previous Sunday as well as a cultural skit. The cultural skit involved two students, one represented the farm workers and the other represented the farmer in a dispute over the grape strike.

Basic Skills:

Evaluators did not observe the Basic Skills class as the teacher was in the process of administering a test to students. Before the class began the teacher, Diane Lissner, indicated to the evaluators that the "Pass Program" Book 3 text, and an accompanying workbook were the instructional materials used with students. The "Pass Program" incorporated five different books using the SQ3R formula for a student's approach to the text: speed reading, skimming, skipping, table of contents, main idea, memory skills, testwiseness, critical thinking, drawing conclusions and denotation. Fifteen pages of reading per day were required by the teacher, and students were required to budget their time accordingly. The teacher indicated that she realized that this was almost too much to expect from the students because of similar expectations for homework from other academic classes. Mrs. Lissner also indicated that the "Pass Program" was excellent in its presentation of learning materials; however, in order for students to complete the required five books, they would need more time in the program. According to the teacher, students were tested after each lesson in the text on a weekly basis.

Mexican History:

The evaluators observed 25 students in the fifth period (2:15 p.m. - 3:15 p.m.) Mexican History class which was taught by Ramon Silva, with the assistance of the Resident Assistant, J. Alcantar. In order to teach this class the teacher used the works from many authors on Mexican History and combined them together into one instructional text. At the time of the evaluators' visit students were in the process of studying about the Teotihucan chronologies -- the decline and fall of the ancient Teotihucan culture/peoples. According to the teacher, students use writing and speaking skills in their assignments. One previous assigned activity involved groups of students who had prepared a presentation to present to the class of the Teotihucan culture. Students involved in the presentation illustrated their comments on the chalkboard and discussed pertinent facts about the Teotihucan culture. Students in the audience asked questions of the students presenting. After the presentation Mr. Silva showed slides on the ancient kingdom of Teotihucan and discussed each of the slides with students. A thorough presentation of the ancient kingdom was observed: ceremonial aspects, hieroglyphics, maps, murals, architectural structures, and the latest pyramid artifacts uncovered. The teacher continued the discussion and asked students, "What was the tallest pyramid on the American continent?" - one student responded "Guatemala." Following the slide presentation students critiqued the oral presentation of the students who had previously presented their material on Teotihucan. The student group being "graded" left the classroom and the remaining student group voted on the presentation. At the end of the class session students were complaining to the teacher about the scheduling of classes in the Yo Puedo program. Students felt that directly leaving the P.E. class to attend the Mexican History and Basic Skills class was a problem because they had trouble "keeping awake" and "concentrating" during class.

Physical Education:

The evaluators did not observe the physical education class, but spoke to the coach, Jose Alcantar, regarding the type of activities in which students participated. The general philosophy of the physical education class, according to the coach, was based on a "no winner/no loser" situation. The coach indicated that the class began with ten minutes of stretching exercises/aerobics in a circle as the coach modeled for students. Then following the exercises students participated in the following sports: volleyball, basketball, soccer, and kickball.

Conclusions for the Program Implementation Observations:

The evaluators observed that the Yo Puedo summer program staff at the University of Santa Cruz, being coordinated by Raymond Isola, was providing a high quality program for migrant education students. The academic courses in writing, math, basic study skills, and Mexican history, along with the development of language arts, self-expression, communication, and leadership skills, as observed by the evaluators, provided an opporunity for migrant education students to receive instruction, support, counselling, and guidance.

Corroborative data was collected during interviews with students and the students stated that the program was helping to motivate them to graduate from high school and continue their education at the junior college or university level. In addition, as observed by the evaluators, there was a close working relationship between teachers, coordinator, Resident Assistants, and other staff members. Furthermore, interaction was fostered as teachers used teaching strategies that involved students in individual and group discussions. Both teachers and/or Resident Assistants spoke both English and Spanish and served as role models to assist and encourage pride in the students' native language and culture as well as in the English language and culture.

## EVALUATION QUESTIONS/FINDINGS/CONCLUSIONS

The five evaluation questions were developed earlier in the year by Nancy Leon, Director, and the evaluators in order to identify the specific areas of the program that would be included in the evaluation. The evaluation questions are presented below followed by the data that were collected and used to address these questions.

**EVALUATION QUESTION 1:**

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**How effective was the instructional program in improving the skills of students in writing?**

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Findings:

Data was collected from two different sources to determine the effectiveness of the instructional program in improving the writing skills of students: 1) pre/post, writing sample scores, and 2) questionnaire results regarding students' reactions to the writing class.

Pre/Posttest Writing Sample Scores:

For the writing sample students in the writing class were asked to write a personal letter of apology, accusation or thank you, which were addresed to certain individuals within the student's life. The teacher stressed the use of correct grammar, spelling and punctuation. The writing sample was administered to students on a pre- as well as posttest basis. Presented below is the Holistic Scoring Guide used in scoring the writing pre- and posttest samples:

- Score of 6 & 5: Paper included many relevant details to describe a particular situation, had a clear plan of organization, clear paragraphing, superior command of language structure and vocabulary, and showed superior grasp of spelling and mechanics.

- Score of 4 & 3: Included some relevant details to describe situation addressed - details may be generalized, less precise and may not indicate reasons for choices; showed weaker organization, especially paragraphing; showed adequate command of language structure and vocabulary; showed adequate working grasp of spelling and mechanics.

- Score of 2 & 1: Included few details to describe situation; may have included many irrelevancies; composition was likely to be short; showed no apparent organization; lacked command of language structure and vocabulary to convey meaning; lacked sufficient grasp of spelling and mechanics for adequate communication - confusing syntax and misspellings.

Scores were then assigned, for both pre- and posttest, to each writing sample scored by the Migrant Education staff as listed below. Scores 3 thru 6 were considered passing and scores 1 to 2 were considered failing.

| 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| High Passing | | | | Low Failing | |

| GRADE | TOTAL | WRITING SAMPLE - HOLISTIC SCORES | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pretest | | | | | | Posttest | | | | | |
| | | Pass | | | | Fail | | Pass | | | | Fail | |
| | | 6/5 | | 4/3 | | 2/1 | | 6/5 | | 4/3 | | 1/2 | |
| | | N | % | N | % | N | % | N | % | N | % | N | % |
| 9 | 26 | 7 | 27 | 13 | 50 | 6 | 23 | 12 | 46 | 13 | 50 | 1 | 4 |
| 10 | 10 | 3 | 30 | 4 | 40 | 3 | 30 | 7 | 70 | 2 | 20 | 1 | 10 |
| 11 | 7 | 3 | 43 | 3 | 43 | 1 | 14 | 5 | 71 | 2 | 29 | 0 | 0 |
| 12 | 4 | 1 | 25 | 2 | 50 | 1 | 25 | 2 | 50 | 2 | 50 | 0 | 0 |
| TOTAL | 47 | 14 | | 22 | | 11 | | 26 | | 19 | | 2 | |

A review of the above table indicated that out of the forty-seven students for whom both pretest and posttest writing sample scores were available, thirty-six students, as a total group, passed the writing sample for the pretest, and forty-five students passed the posttest. Conversely, eleven students failed the pretest writing sample and only two failed the posttest writing sample. Overall, across grade level, students increased their writing sample score from pre- to posttest. Specifically, at posttest a total of twelve students, or 25%, registered gains that moved them to the highest score in the assessment.

An analysis of the data presented above included a statistical treatment of the data using the total holistic score with all grades combined. Presented below are the descriptive statistics along with the data generated using a statistical test of signficance.

| WRITING SAMPLE GRADES 9-12 | | |
|---|---|---|
| | Analytical Score | |
| | Pretest | Posttest |
| Number of Pupils | 47 | 47 |
| Minimum Score | 1 | 1 |
| Maximum Score | 6 | 6 |
| Mean Score | 3.76 | 4.57 |
| Standard Deviation | 1.35 | 1.23 |

t = 5.06
probability beyond .001

The data in the above table indicated that the mean posttest score was .81 points higher than the mean pretest score and was found to be statistically significant beyond the .001 level.

Perceptions of Students in Writing:

In order to help determine the effectiveness of the instructional program in improving the skills of the students in the area of writing, a Questionnaire for Student Skill Improvement which included the content area of writing was administered. The questionnaire was administered on a posttest basis only on August 21, 1985. Students' perceptions, as a group, regarding the Yo Puedo writing course are summarized below:

| ITEMS FOR WRITING | RESPONSE MODE | | | | |
|---|---|---|---|---|---|
| | Total | Yes | | No | |
| | N | N | % | N | % |
| 1. My ideas for writing assignments have improved. | 46 | 46 | 100 | 0 | 0 |
| 2. Details for my writing assignments are organized in a clearer manner. | 46 | 46 | 100 | 0 | 0 |
| 3. My sentences are clearer and less ambiguous (no run-ons, and few fragments). | 46 | 45 | 98 | 1 | 2 |
| 4. My general use of the English language has improved (without using slang). | 46 | 37 | 80 | 9 | 20 |
| 5. My general use of the Spanish language has improved (without using slang). | 45 | 26 | 58 | 19 | 42 |
| 6. I can begin and end sentences more correctly using proper capitalization and punctuation. | 46 | 43 | 94 | 3 | 7 |
| 7. My spelling has improved. | 46 | 40 | 87 | 6 | 13 |
| 8. I enjoy writing more now. | 45 | 44 | 98 | 1 | 2 |
| 9. I write more now than I did at the beginning of the program. | 46 | 42 | 91 | 4 | 9 |

Overall, students were very positive in their perceptions of the Yo Puedo writing course. All students, 100%, indicated that their writing had improved, that the details for the writing assignments were organized in a clear manner, and students could begin and end sentences more correctly using proper capitalization and punctuation. Students seemed to enjoy

writing more, which was also evident from the comments of students on the "Exit Questionnaire." Only one item on the writing portion of the questionnaire was answered negatively by students: 42% of the students felt that their general use of the Spanish language had not improved, without using slang.

Student Interviews Regarding Writing:

A total of 22 students in grades 9 through 12 were interviewed on August 18, 1986 and part of the interview process addressed the question: "Have your writing skills improved? If so, how?" A summary of the comments indicated that students can now write longer sentences and express themselves better, can write about anything as the teacher allowed students to express feelings on paper. Students enjoyed completing reportage papers, and indicated that the writing class would help them when they return to high school. Part of the positive attitude on the part of the students toward the writing class is due to, as several students indicated, "Nancy doesn't grade only what you feel and express, but gives students points for both good and bad, and lets you know if you did a good job." (See Evaluation Question 1, Item 9 of the questionnaire for detailed information.)

Conclusion for Writing:

The evaluators observed that the writing activities were a major focus of the Yo Puedo program. According to the writing samples prepared by the students, their holistic writing scores increased from pre- to posttest, and the difference was statistically significant. In addition, 100% of the students who completed the Questionnaire for Student Skill Improvement in the area of writing felt that their writing had improved during the five-week Yo Puedo Program. Twenty-two students were interviewed by the evaluators and the topic of writing was discussed with the students. Students indicated that the writing class would be of help to them when they returned to high school in the fall. It can be inferred that the writing program was successful in improving the ability of the students to write and also in developing, within the students, positive attitudes about their ability to write.

**EVALUATION QUESTION 2:**

**What was the effect of the program on the achievement of the students in reading, math and basic study skills?**

Findings:

Data was collected from two different sources to ascertain what effect the program had on the achievement and perceptions of the students in reading and math: 1) reading and math proficiency tests, and 2) Skill Improvement Questionnaire.

Presented below are the results for both the Reading and Math Proficiency Tests administered on a pre- and posttest basis at the beginning and end of the program. Students either passed or failed the proficiency tests based upon a mastery level of three out of four items, or 75%, for a particular objective.

Reading Proficiency Test:

The Reading proficiency test was based on a set of objectives (see Appendix D) covering the content areas of main idea, details, drawing conclusions, understanding meanings of commonly used words, use of a table of contents/index/signs/maps/dictionary and use of correct abbreviations. The Appendix also contains a frequency distribution of students' group scores as well as an Item Difficulty Analysis for each item of the reading test. Each student's pre- and posttest scores were matched, and scored using an optical scanner. An analysis of the pre- and posttest data included a statistical treatment of the data using the percent correct score of the total group of students in the Yo Puedo program. Presented below are descriptive statistics along with the data generated using a statistical test of significance.

READING PROFICIENCY TEST DIFFERENCES
GRADE 9-12

| | Total Percent Correct | |
|---|---|---|
| | Pre | Post |
| Number of Pupils | 43 | 43 |
| Minimum Score | 62 | 69 |
| Maximum Score | 100 | 100 |
| Mean Score | 90.95 | 90.30 |
| Standard Deviation | 8.09 | 8.53 |

t = .61

The data in the table show that the posttest mean score was essentially the same as the pretest. However, the students' minimum scores increased from 62 to 69 from pre- to posttest.

An analysis of the data reveals that from pre- to posttest students' reading proficiency test score gains were not statistically significant.

Students' Attitudes/Perceptions - Reading

In order to determine students' attitudes/perceptions toward the effectiveness of the instructional program in improving the skills of the students in the areas of reading and math, a Questionnaire for Student Skill Improvement was developed. The questionnaire was administered on a posttest basis only on August 21, 1986 to all students in the program. Students' perceptions about the Yo Puedo reading program are summarized below:

| ITEMS FOR READING | | RESPONSE MODE | | | | |
|---|---|---|---|---|---|---|
| | Total | Yes | | No | | |
| | N | N | % | N | % | |
| 15. | I have increased my vocabulary. | 44 | 39 | 89 | 5 | 11 |
| 16. | I can identify the main idea in a written passage more easily. | 44 | 42 | 96 | 2 | 5 |
| 17. | My comprehension and understanding of meanings in a paragraph have improved. | 45 | 44 | 98 | 1 | 2 |
| 18. | My ability to identify the sequence of events in a written passage has improved. | 44 | 43 | 98 | 1 | 2 |
| 19. | I can more readily determine fact or opinion from the context in a written passage. | 45 | 44 | 98 | 1 | 2 |
| 20. | I have improved in my ability to make simple inferences from information given in a written passage. | 45 | 37 | 82 | 8 | 18 |

A review of the above table indicates that, overall, students felt very positive about the content area of reading. Ninety-six percent of the students felt that they can identify the main idea in a written passage more easily, that their ability to identify the sequence of events in a written passage has also improved, as well as their comprehension and understanding of meanings in a paragraph. Conversely, 11% and 18% of the students indicated that their vocabulary did not increase significantly and neither did their ability to make simple inferences from information given in a written passage.

Math Proficiency Test:

The Math proficiency test was also based on a set of objectives (see Appendix D) covering the content areas of number place value, operations, fractional parts, basic metric measurement, recognize basic geometric shapes and compute area, perimeter and volume problems, perform basic operations using coins, currency, and making change. The Appendix also contains a frequency distribution of students' group scores as well as an Item Difficulty Analysis for each item of the math test. Each student's pre- and posttest scores were matched, and scored using an optical scanner. However, there were only fourteen students for whom pre- and posttest data were available. An analysis of the pre- and posttest data included a statistical treatment of the data using the percent correct score of the total group of students in the Yo Puedo program. Presented below are descriptive statistics along with the data generated using a statistical test of significance.

MATH PROFICIENCY TEST DIFFERENCES
GRADE 8-12

| | Percent Correct Scores | |
|---|---|---|
| | Pre | Post |
| Number of Pupils | 14 | 14 |
| Minimum Score | 91 | 67 |
| Maximum Score | 100 | 100 |
| Mean Score | 97.00 | 95.86 |
| Standard Deviation | 2.54 | 8.49 |

t = .51

The data in the table show that the posttest mean score was lower than the pretest mean score, 95.86 and 97.00 respectively. However, the analysis of the data revealed that from pre- to posttest students math proficiency test score difference was not statistically significant. As also noted in the table above the minimum score at pretest was 91 and the posttest minimum score was 67. This disparity in minimum scores could be interpreted to mean that there were some test administration irregularities.

Students' Attitudes/Perceptions - Math

The Skill Improvement Questionnaire in the area of math was administered on a posttest basis only on August 21, 1986 to forty-five students in the program. Students' perceptions about the Yo Puedo math course are summarized below.

| ITEMS FOR MATH | Total | RESPONSE MODE | | | |
|---|---|---|---|---|---|
| | | Yes | | No | |
| | N | N | % | N | % |
| AS A RESULT OF MY PARTICIPATING IN THE YO PUEDO PROGRAM: | | | | | |
| 21. I have improved in my ability to add, subtract, multiply and divide whole numbers. | 45 | 42 | 93 | 3 | 7 |
| 22. I have improved in my ability to add, subtract, multiply and divide fractions. | 45 | 40 | 89 | 5 | 11 |
| 23. I have improved in my ability to add, subtract, multiply and divide decimals. | 45 | 42 | 93 | 3 | 7 |
| 24. I can recognize geometric figures (square, circle, triangle, etc.) more easily. | 45 | 42 | 93 | 3 | 7 |

An analysis of the above table indicates that students felt very positive about the overall math program and that it did improve their ability to add, subtract, multiply and divide whole numbers, fractions, and decimals, as well as recognizing geometric figures more easily.

Students' Attitudes/Perceptions - Basic Study Skills:

The Skill Improvement Questionnaire in the area of basic study skills was administered on a posttest basis only on August 21, 1986 to forty-five students in the program. Students' perceptions about the Yo Puedo basic study skills course are summarized below. For attending this class students received one unit of high school credit for each basic study skills book completed in the PASS program. Students completed up to four units of credit as there was not enough time scheduled in the class to complete the full five units of high school credit.

| ITEMS FOR BASIC STUDY SKILLS | Total N | RESPONSE MODE Yes N | Yes % | No N | No % |
|---|---|---|---|---|---|
| AS A RESULT OF MY PARTICIPATING IN THE YO PUEDO PROGRAM: | | | | | |
| 10. I have learned how to use the resources in the library better. | 46 | 38 | 83 | 8 | 17 |
| 11. My ability to use the dictionary has improved. | 46 | 34 | 74 | 12 | 26 |
| 12. I have improved in my ability to outline and summarize for a class assignment. | 46 | 46 | 100 | 0 | 0 |
| 13. My test taking skills have improved. | 46 | 41 | 89 | 5 | 11 |
| 14. I have learned how to be a better listener. | 45 | 44 | 98 | 1 | 2 |

Generally, students were very positive about activities in the basic study skills class, for example, using the resources in the libary, improving in their ability to outline and summarize class assignments, improving in their test taking skills, and learning how to be a better listener. However, a few students, 26%, felt their ability to use the dictionary had not improved.

Conclusion for Reading:

Students' perceptions about the interdisciplinary reading program were very positive as students felt more confident about their ability to comprehend, understand meanings, identify the sequence of events, and determine fact or opinion from the context of a written passage. However, the students' mean scores on the reading proficiency test did not increase, but that was probably due to the fact that the reading proficiency test was not an appropriate instrument for the Yo Puedo Program students. A higher level reading proficiency test should be considered.

Conclusion for Math:

Students' perceptions about the math course were, as with the reading course, very positive. Students participating in the Yo Puedo Program felt that their skills had improved in their ability to add, subtract, multiply and divide whole numbers, fractions, decimals and the ability to recognize geometric figures more easily. However, the analysis of the data revealed that from pre- to posttest the students math proficiency test score difference was not statistically significant. Students' mean scores on the math proficiency test did not increase, but that was

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probably due to the fact that the math proficiency test was not an appropriate instrument for the Yo Puedo Program students. As with the reading test a higher level math proficiency test should be considered.

Conclusion for Basic Study Skills:

Students were generally very positive about the various activities conducted in the basic study skills class. Most students used the resources in the library, improved in their ability to outline and summarize class assignments, improved in their test taking skills and learned to be better listeners. However, some of the findings were mixed as 26% felt their ability to use the dictionary had not improved.

**EVALUATION QUESTION 3:**

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**Has the program had an effect on students' attitudes about themselves, their academic capabilities and social skills?**

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Findings:

The Semantic Differential was used as the data-gathering instrument as it is designed as a measure of self-concept. The Semantic Differential has nine pair of adjectives, each pair bipolar or opposites, and responses reflect the students' attitude about themselves in relation to the specific pairs of adjectives. A low score, nine being the lowest score, indicates low self-concept; a high score, sixty-three being the highest score, indicates a high self-concept. Students were administered the instrument at the beginning of the summer program and again at the end of the program. Pre- and posttest scores were available for 43 students. A summary of the pre- and posttest data collected from the 43 students for whom matched scores were available is presented below.

SEMANTIC DIFFERENTIAL
TOTAL GROUP SCORES

| | Pre | Post |
|---|---|---|
| N | 43 | 43 |
| Low to High | 39-59 | 39-63 |
| Mean | 51.4 | 53.2 |
| N Gain Scores | | 26 |
| N Loss Scores | | 14 |

t = 1.83
probability beyond .04

A positive change of 1.8 raw score points from pre- to posttest was observed for the total group. There were 26 students who showed a positive change from pre- to posttest; there were 14 students who showed a negative change.

Two sub-groups were identified from pretest scores and were used as the basis for further analyses. Students in sub-group 1, 16 students who had relatively low scores, 50 or below, were considered to have a low self-concept upon entry into the program. Those 16 students' pre- and posttest scores were used in an analysis in order to determine if there were any changes in self-concept by the end of the program. A summary of the data used in the analysis is presented below.

| SEMANTIC DIFFERENTIAL SUBGROUP 1 - LOW SCORES | | |
|---|---|---|
| | Pre | Post |
| N | 16 | 16 |
| Low to High | 39-50 | 40-63 |
| Mean | 46.3 | 52.3 |
| N Gain Scores | | 14 |
| N Loss Scores | | 2 |

A statistical analysis of the data showed the following:

t = 4.61
probability beyond .01

For the 16 students in the analysis the pre- to posttest mean showed a change of 5.9 raw score points with 14 of the 16 students showing gains.

Students in Subgroup 2, 17 students who had relatively high scores, were considered to have a high self-concept upon entry into the program. Those 17 students' pre- and posttest scores were used in an analysis in order to determine if there were any changes in self-concept by the end of the program. A review of both the pre- and posttest matched scores for the 17 students for whom matched data was available for the highest pretest scores, showed a mean score at posttest that did not differ statistically from the pretest mean. The number of students who showed a negative shift from pre- to posttest was 9; the number of students who showed no shift or a positive shift was 8.

In absence of appropriate control groups, the data collected for both the low scoring and high scoring pre-test groups, indicates that regression toward the mean (a student with low scores tends to generate higher scores on a second administration of the test, as opposed to a student with high test scores who tends to generate lower scores on a second administration of the test), probably did not account for the positive shift that was observed in the low pretest group.

Conclusion for Student Attitudes:

From the data collected it could be inferred that the Yo Puedo Program had a positive effect on improving the self-concept of those students who entered the program with a relatively low measure of self-concept. That conclusion is supported by the students' comments during interviews which are reported in summary form in Question 5 in this evaluation report. The Yo Puedo Program made students "feel good" about themselves.

However, some caution should be used in the interpretation of the data because no control or comparison groups were included as part of the

evaluation plan. Regression toward the mean is one factor that should be considered, although the analyses indicated that that statistical effect did not account for the all positive shifts in scores observed in the low scoring pretest group.

**EVALUATION QUESTION 4:**

**What career awareness activities proved effective?**

Findings:

The teacher/psychologist for the Self-Awareness and Career Planning course administered a questionnaire to the students that was to be used both for classroom instructional purposes and for the evaluation question dealing with career awareness (see Appendix E). The instrument was administered twice, once as a pretest and once as a posttest. However, all of the questionnaire items were not appropriate as data for the evaluation and, therefore, only selected items of the questionnaire were used in the analysis for Evaluation Question 4.

In one section of the questionnaire students were asked to list their career/job choice for the future. Responses on the pretest were varied as were those on the posttest, but the posttest responses showed a wider variety with a greater degree of specificity in some areas. For example, on the pretest several students indicated "teacher" as their choice, but on the posttest "teacher" for some students was "biology teacher" or "bilingual teacher." The wider range of choices on the posttest included translator, social worker, psychologist, diesel mechanic, acting. An analysis of proportions was used on the following data.

CAREER/JOB CHOICE FOR THE FUTURE

| | Pretest | Posttest |
|---|---|---|
| Number of Students | 47 | 42 |
| Number of Different Viable Career Choices | 23 | 33 |

The analysis yielded the following:

$$Z = 2.89$$

probability beyond .01

The indication was that the difference in number of career choices observed was statistically significant and was probably not a chance occurrence.

In another section of the questionnaire there were four multiple choice items that dealt with knowledge of traits or desires of individuals that were related to a variety of careers.

- power
- money
- companionship
- creativity

With pre- and posttest data an analysis of proportions was used to determine if any differences in the two sets of responses, pre and post, that could be attributed to program activities. The data used in the analysis are presented below.

| | Pretest | Posttest |
|---|---|---|
| Number of Students | 47 | 42 |
| Number of Different Responses | 187 | 166 |
| Total Number of Correct Responses | 165 | 149 |

The analysis showed the following:

$$Z = .40$$

probability = .32

Differences observed in the data collected for the four questionnaire items dealing with traits and careers could be considered to be chance occurrences.

Conclusion for Career Awareness:

The analyses of the data collected for the program area dealing with careers were mixed. Students apparently learned much about careers and job opportunities as evidenced by the questionnaire data. But, students apparently had as much knowledge about personal traits or desires and careers at the beginning of the program as they had at the end of the program. However, the results obtained from the analyses should be used with caution because there was no control or comparison group. Knowledge gained might be attributed to events on campus unrelated to the activities in the classroom.

The evaluation process and the instruments used for collecting data, as was the case last year, did not seem to be appropriate for a proper analysis of student achievement closely related to the course objectives in self-awareness and career planning.

**EVALUATION QUESTION 5:**

**What are the perceptions of students/staff/parents about the Yo Puedo Program?**

Findings:

Several methods for gathering data to address this evaluation question were used by the evaluators in order to obtain the students', staff, and parents' perceptions about the program: 1) an exit questionnaire for students' completion, 2) student interviews, and 3) a questionnaire for both parents' and staffs' completion.

Student Exit Questionnaire:

An exit questionnaire was developed to ascertain students' perceptions of the Yo Puedo Program in the following four areas: instructional program, instructional staff, recreational activities and residential aspects of the program. Staff administered the questionnaire to the students and the results were compiled by the evaluators. Students' verbatim comments by question number are listed in Appendix F. A summary of the student responses is presented below according to topic separated by both negative and positive responses, and suggestions for improving the Yo Puedo program.

Instructional Program:

Positive: the organization of Yo Puedo, instructional programs (especially writing, math and self-awareness), meeting new friends, developing self-awareness, communication skills and trust

Negative: vast amount of homework, food, having lights out at 10:00 p.m., too many regulations, P.E. after lunch

Suggestions: an extra hour for homework added during study period, extend curfew longer, have P.E. as last class

Recreation Activities:

Positive: beach party and dances, outdoor skills, Friday barbeque, helped in trusting each other

Negative: always picked the same people, drama, more exercises/sports, only three days of recreational activities

Suggestions: extend recreational program, get more people involved, have a schedule of games to be played

Instructional Staff:

Positive: they were like family -- friendly, loving, and caring; instructional classes (especially writing and math)

Negative: nothing - did a great job, too strict

Suggestions: history books should be easier to understand, more explanations for course work

Residential:

Positive: being responsible for self - learned how to be more independent of parents, communicating with other people and gaining confidence

Negative: None

Suggestions: None

Student Interviews:

The evaluators met with three separate groups of Yo Puedo program students at Porter College, U.C., Santa Cruz, on August 18, 1986 in order to discuss and obtain students' personal feelings about the strengths and weaknesses of the Yo Puedo program. Students were divided into groups with the following grade levels represented:

- Group 1 - 9th grade students - six students present
- Group 2 - 10th grade students - seven students present
- Group 3 - 10th, 11th, 12th grade students - nine present

Maria Ortiz, Assistant Manager, Migrant Education, California State Department of Education, who had been reviewing the program during the day, was present during the interviews as an observer.

Nine questions were addressed during the interviews and students' comments are presented below in summary form by question and group/grade level:

1. **What did you like best about the Yo Puedo Program?**

Group 1 - 9th grade students

- the Yo Puedo program is very educational, makes you grow up more and makes you realize what you need for this world and for college, teaches that making friends isn't so hard, easy to grow to love everybody, gave a better understanding of self and others, and boys had an opportunity to learn things that women do, e.g., wash clothes

Group 2 - 10th grade students

- taught us how to have confidence, trust in self and to express self better, to become a leader in life as well as organizing self better, to be more responsible about homework, not to be lazy, to plan for the future and for college, made us more aware of the Mexican culture, learned communication skills and to trust in others, and learned how to speak in front of people, taught us how not to be afraid and continue to act confident outside in the world, and all classes were interesting

Group 3 - 10th, 11th and 12th grade students

- helped to build up self confidence, met a lot of people, it was fun, learned to trust, developed self awareness and awareness of others and own problems, program prepared students for college life, cleared the way, feel we can do it, learned about financial aid, Yo Puedo program supports and encourages everyone in program, no "put-downs," before Yo Puedo students thought only of community colleges; now students are thinking of Ivy League colleges, dinnertime was a time to meet others, glad Vietnamese students selected for first time in program, hope this continues next year, Yo Puedo changes whole life around, Coordinator of program backed us up if homework was not completed and placed trust in us to complete it, made us feel responsible, attending the first week of the Outdoor Skill workshop built trust and confidence in self and others

**2. What did you like least about the Yo Puedo Program?**

Group 1 - 9th grade students

- walking, food, the same thing over and over, no Mexican food, P.E. after lunch made students tired, headaches, suggest having P.E. last period to let food digest, Yo Puedo program is very limited in money Federally - needs more funding, Mexican History book very difficult to understand, text vocabulary, words were confusing, only one day scheduled for computers, and studies were difficult

Group 2 - 10th grade students

- at times the teachers were too strict with us, lights off at 10:00 p.m., beginning of program students were treated like college students but sometimes worse than home, too much homework and not enough time to complete it, too strict, for the ratio of classes need more time for homework and suggest more assignments could be completed in class, more time at night for homework, give until 11:00 to work or one hour free time after dinner, sometimes we were interrupted in our study groups to have a meeting to ask "How our day was," or an announcement was presented

Group 3 - 10th, 11th, 12th grade students

- P.E. class was after lunch and students were tired and uncomfortable, change P.E. to the end of of the day, extend study time to 11:00 p.m., there is not sufficient time for homework and just barely get it done, the food was the same every morning, would like tortillas, should explain program thoroughly to parents before program starts so they have a better overall understanding

**3. What did you think about the teaching staff?**

Group 1 - 9th grade students

- teachers were friends in class and outside class as well, teachers made you see that studying can be fun, math was understandable and challenging with a different view, teacher took math one step further than the basics

Group 2 - 10th grade students

- teaching staff was great, teachers helped the students a lot, every teacher did a great job, in regular school students only learn from books which isn't explained very well, in Yo Puedo program teachers explained more to students than in regular school, Yo Puedo program teachers were very confident

Group 3 - 10th, 11th, 12th grade students

- the staff is patient and encouraging, staff are great and really care, Lydia is great and taught self awareness, showed us a lot about ourselves, we learned to like self, writing teacher always smiled, teachers were happy and optimistic, couldn't have picked better Yo Puedo teachers

**4. What did you think about living on campus?**

Group 1 - 9th grade students

- made us really independent and showed us how campus life really is, pushed for university life and opened our minds more, first very lonely, but after five weeks now more comfortable, happy by end of the first week

Group 2 - 10th grade students

- the best part of the program was the peace and quiet, the view of the ocean was hypnotizing, we are thinking about school more, some of us were homesick in the beginning but now we don't want to leave

Group 3 - 10th, 11th 12th grade students

- great, extend program longer - 10 weeks, would like to come back as a student or an aide, would like to see Yo Puedo program extended to Arizona from different states where Migrant Education funding is a necessity

5. **What did your parents think about Yo Puedo?**

Group 1 - 9th grade students

- according to several students parents were pleased about the change they saw in their children while attending Yo Puedo program, one student mentioned that her dad said, "good opportunity to learn," parents are proud, Yo Puedo program wasn't explained well in one regular school bulletin, teacher assisted student in completing original application form, parents learned to trust children as they were so far away, parents, according to the students, realize that it prepares students for their future when they finally leave home

Group 2 - 10th grade students

- folks think living at the university is pretty good as mom only reached 4th grade and dad only reached 2nd, had a problem convincing father of attendance at Yo Puedo, dad said, "What if roommate into drugs?", it's a big thing being allowed to attend the university, good experience.

Group 3 - 10th, 11th, 12th grade students

- students indicated some parents wanted their children to get the feeling of college life, some parents don't realize what's happening from flyer or meeting, had to convince parents

6. **What changes would you make in the program next year?**

Group 1 - 9th grade students

- more time at night to complete homework, have P.E. after last period in day, more funds, more Mexican food, schedule more computer classes

Group 2 - 10th grade students

- more time for homework, more assignments could be completed in class, more time at night for homework, too many interruptions during study period, give until 11:00 p.m. to complete homework, have roommates

Group 3 - 10th, 11th, 12th grade students

- extend study time to 11:00 p.m., change P.E. class to end of day, computer class should be offered more than just one 45 minute class period

7. **How are you going to use, in the future, what you learned through Yo Puedo?**

Group 1 - 9th grade students

- if you want to reach goals you can, Yo Puedo taught us not to drop out of school, taught us good study habits, learned to go ahead that no one can stop us, to look at people openly and not judge, learned to manage time, makes you look ahead, look at different cultures, program provides lots of support, learned about scholarships, discussion in class opened up different views of everything, continue program

Group 2 - 10th grade students

- made aware of how "good it is to be a Mexican," before afraid to express self, now we can say what we feel by not insulting anyone, having confidence and setting goals and "going for it"

Group 3 - 10th, 11th, and 12 grade students

- we were taught through Yo Puedo how to have good study skills in school, how to get good grades, how to set goals, how to be determined

8. **Has the Yo Puedo program affected your plans for your education?**

Group 1 - 9th grade students

- yes, the program makes it possible to attend college

Group 2 - 10th grade students

- yes - have made plans to go on to college, excellent information on college preparation, sheer determination, have a younger brother and it may help him with self-awareness, will help other friends at school and we'll work problems out together, carryover to high school, program has more than shown how to improve our personal lives, and have seen a big change for the best, hope program continues and will help more people

Group 3 - 10th, 11th, 12th grade students

- Yo Puedo changes your whole life around

9. **Have your writing skills improved? If so, how?**

Group 1 - 9th grade students

- Now we can write longer sentences and express self better, Nancy (teacher) great, easy to talk to, in the writing class we could write about anything, learned how to express self, writing teacher lets you know if you did a good job - Nancy doesn't grade only what you feel and express, but gives students points for both good and bad, writing teacher lets you know if you did a good job, students learned how to write, and now know more about good writing skills, need more emphasis in grammar and punctuation, interesting assignments, interviews, argument paper, teacher makes you think about what you are writing, writing will help when returning to high school, especially for college preparation classes, something different besides emphasis on grammar, because it involves something that you want to do and write about

Group 2 - 10th grade students

- Got more out of the writing sessions than GATE in regular classroom at school, writing class lets us express our feelings on paper, we can write about personal experiences, liked doing the interviews for reportage paper, some of us were terrible at first with punctuation, now better

Group 3 - 10th, 11th, 12th grade students

- teacher taught us a new way to write, interviews for research paper were interesting as we had to go around college and report about it, talked with gardeners and met more people this way than we normally would have, interviewed Canadian students, makes class fun, our writing has improved, learning to write more and enjoying it, will help when we return back to school, learned good study habits, that we must do homework

10. **Do you have input into decision-making, is your voice being heard?**

Group 1 - 9th grade

- during leadership classes committees were organized and everyone has participated, e.g., graduation, decorations, beach party, cultural exchange, learned about Canadian students' culture and they learned about ours, "same as we are"

Group 2 - 10th grade

- staff wanted to see us use leadership skills and encouraged us, it was up to student to decide whatever committee they wanted to be on, everyone got a chance, parent orientation, beach party, dance, graduation, decorating, ushers, passing out programs, all decisions were everyone's idea, we didn't do anything singly

Group 3 - 10th, 11th, 12th grade

- committee members planned dance, speeches, e.g., Resident Assistants wanted to be involved in speeches and a decision was made by the group whether to involve them or not, cultural exchange was great, learned a lot about other culture, students voted on exchanging roles for a costume party, girls dressed as boys and boys dressed as girls, choice was up to students

Staff Questionnaire:

A total of nine staff members, including Resident Assistants, responded to the staff questionnaire at the end of the Yo Puedo Program, to the twelve-item questionnaire regarding their feelings about the facilities, materials, schedule, objectives, communication, class size and courses offered. Open-ended items were also a part of the questionnaire and are presented in total in Appendix F and a summary of comments following the table. Presented below is a table of Yo Puedo staff responses to the questionnaire including the number responding and percent:

SUMMARY OF POSTTEST YO PUEDO PROGRAM STAFF QUESTIONNAIRE RESULTS

| ITEMS | Total N | RESPONSE MODE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Very Good | | Good | | Poor | | Very Poor | |
| | | N | % | N | % | N | % | N | % |
| 1. physical facilities | 9 | 4 | 44 | 4 | 44 | 1 | 11 | 0 | 0 |
| 2. instructional materials | 8 | 2 | 25 | 6 | 75 | 0 | 0 | 0 | 0 |
| 3. scheduling of students | 9 | 3 | 33 | 6 | 67 | 0 | 0 | 0 | 0 |
| 4. objectives of Yo Puedo program | 7 | 7 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. communication among staff/ administrators | 9 | 5 | 56 | 4 | 44 | 0 | 0 | 0 | 0 |
| 6. class size | 9 | 2 | 22 | 7 | 78 | 0 | 0 | 0 | 0 |
| 7. courses offered | 8 | 3 | 38 | 4 | 50 | 1 | 13 | 0 | 0 |

The data tabulated in the table above indicated that most staff members rated the overall Yo Puedo program as very positive in the areas of physical facilities, instructional materials, scheduling of students, objectives of the program, communication among staff and administrators,

class size and courses offered. There was only one negative response in each of the following areas: physical facilities, and courses offered. Pertaining to this same area staff's summarized comments are presented below:

- if other minorities are to be included in the Yo Puedo Program, a review of the Mexican History course seems appropriate, "perhaps a people's history of the U.S. instead"

- have P.E. and folk dancing last period

- art program could be developed and integrated into the rest of the program

A summary of other comments generated from staff members are presented below:

Change/impact on students involved in Yo Puedo:

- developed self-esteem
- gained self-confidence
- gained leadership skills
- able to express opinions more clearly - have learned to respect opinions different than theirs
- alert as well as motiviated in learning all they can

Areas of strength in Yo Puedo:

- commitment of staff - program has a good basic structure - goals are well explained
- builds self-esteem, motivation, and socialization
- understanding staff - quick response to students' needs
- unity, leadership, and discipline

Areas of Yo Puedo that could be improved:

- study skills offered four days a week
- communication among staff (females vs. males)
- material and organization for some classes
- UCSC not be allowed to juggle classrooms

Areas that could be explained in greater depth:

- the arts
- exploring the sciences
- field trips
- academic goals expected for students

Overall Comments/Suggestions:

- Mexican dance may lack relevance to Asians - assorted ethnic dances would be better
- selecting food menu more suitable to students
- program created self-esteem, exposure to intellectual challenge
- computer class at least twice per week

Parents' Questionnaire:

Fifty-one percent of the parents of students in the Yo Puedo program responded to a four-item open-ended questionnaire regarding changes they have seen in their son or daughter since attending the Yo Puedo Program, some of the good things in the Yo Puedo Program, areas which could be improved, and comments/suggestions regading the Migrant Education Program or Yo Puedo Program. Migrant Education staff translated and tabulated the results and parents' verbatim comments are presented in Appendix F. A summary of parents' responses to the items follows:

1. Changes seen by parents in children since attending the Yo Puedo Program:

   - is more studious, understanding and respectful
   - more enthusiastic
   - has more respect for himself/herself and others
   - it motivated him toward his schooling
   - more loving and less irritable
   - progressed a great deal - more confident and determined
   - is more cooperative and friendly
   - more punctual in getting up and going to school

2. Some of the positive areas as indicated by parents in Yo Puedo Program.

   - it helps the students study more
   - taught them how to value her family, her studies and a great hope for the future
   - guidance to choose a career, and self-confidence to confront life and a career
   - total change of each one of the Yo Puedo students
   - encourages to continue forward, teaches how to be more assertive
   - orientations on career planning

- helps them think about their future
- preparing the spirt for students to see the open ways to the university
- teachers are great, the surroundings and classes were great
- brother/sister relationship, just like, or better than in a family
- the organization of the program and good planning of its rules

3. What areas in the Yo Puedo Program could be improved?

- the time is too short - more time for more experiences
- to give guidance on personality and elegance
- should be extended for more than five weeks - offer more classes
- would like to see the brightest kids receiving economic aid for their studies and scholarships
- change the schedule of the P.E. class so it's not after lunch
- the staff, students and arrangements were excellent
- study hours

4. Comments/Suggestions regarding the Migrant Education Program and/or the Yo Puedo Program.

- don't forget the group that just graduated - continue motivating them so they can keep going with that same enthusiasm that you transmitted to them
- would be good to have a self-defense class
- more computer classes
- classes on family education and training
- wish they had more time for more studies - 2 or 3 more weeks
- congratulations for a wonderful program
- a very good and productive program that helps them a lot for high school

Conclusion for Students/Staff/Parents Perceptions of Yo Puedo Program:

Students:

Comments from students across each grade level group about the total program and teachers were mostly very positive: Yo Puedo program taught students how to have confidence, trust, awareness, responsibility for self, as well as communication skills. In addition the program taught students how to reach goals and develop good study skills. According to the students, teachers were patient and encouraging, they were friends to students inside class as well as outside of class. A few areas of concern, which seemed minimal when compared with the students' feelings about the total program, are as follows:

- more computer instruction
- introduce P.E. class last period of the day
- review amount of homework assigned and time allowed for completion
- review Mexican History instructional materials

Staff Questionnaire:

Teachers and Resident Assistants felt very positive about the total Yo Puedo Program, and according to the responses the commitment of staff and the organization of the program made the Yo Puedo Program an exemplary program. Staff members in the Yo Puedo Program felt that the program was "terrific," and that the goals were well explained in the staff orientation. In addition, staff members noticed that students had "blossomed" during the five-week program, were able to express their opinions more clearly, and developed more self-confidence. Teachers also noticed a growth in students' feelings for each other. One teacher indicated that she would like to see follow-up in students' academic subjects after they leave the program. Several teachers did indicate, however, that if other ethnic groups are to be included in the Yo Puedo program, perhaps a second look at the Mexican History course and Mexican Folkdance course/activities should be considered. In addition, perhaps teachers during the orientation could discuss the amount of homework planned for the entire course schedule so that students are not over burdened. Instructional materials should be purchased before the five-week session begins so that copies of materials may be made beforehand.

Parent Questionnaire:

Parents felt that their children changed in a positive direction because of the Yo Puedo Program. According to the parents their children were more willing to learn and more studious, were more enthusiastic, more self-sufficient, self-confident and determined. In addition, parents felt that their children were more understanding and respectful to others because of Yo Puedo. Parents also indicated that the program helped their children to prepare for high school as well as plan for a career. Parents felt that the teachers were "great, as well as the classes and organization of the program. As one parent stated, the Yo Puedo Program

is, "Preparing the spirit for students who can see the open way to the university." A few parents suggested that the program could be improved by extending the program, giving guidance on personality and elegance, extending study hours, providing the brightest students with economic aid and scholarships for their studies, and, for the recent group of graduates, continuing to motivate them so they can continue with the same enthusiasm that was transmitted to them by staff during the program.

## OVERALL CONCLUSIONS

Raymond Isola, Migrant Education Coordinator, was responsible for the implementation and coordination of the 1985-86 Yo Puedo Summer Program. The program continues to be an innovative educational program providing Migrant Education secondary students, in grades 9-12, with the motivation to remain in and graduate from high school, and continue on to higher levels of learning. Students also had the opportunity to strengthen their academic skills, as they developed confidence in writing and self-expression, received one high school credit for each basic study skills book unit, developed problem solving strategies to solve logic and word problems in math, and increased their exposure to different cultures of ancient Mexico -- art forms, intellectual developments and contributions to the world. The Career and Personal Planning class as well as the total Yo Puedo Program helped students to enhance their communication skills, develop values clarification, and to set goals.

Students in the Yo Puedo Program felt very positive about the organization of Yo Puedo, the instructional programs (especially writing, math and self-awareness), developing self-awareness, increasing communication skills and displaying trust. As one student indicated on the Exit Questionnaire, "The program made me think more about my future in a very positive way - now I know that I will make it, accomplish my dreams."

There were some areas of concern for students regarding the instructional program: too much homework, lights out at 10:00 p.m., and P.E. after lunch.

Staff members in the Yo Puedo Program felt that the program was "terrific," that the program had a good basic structure, that the goals were well explained in the staff orientation. This coupled with positive communication and interaction among the staff members was indicative of an outstanding program. In addition, staff members noticed that students had "blossomed" during the five-week program, were able to express their opinions more clearly, and developed more self-confidence. Teachers also noticed a growth in students' feelings for each other. However, several teachers did indicate that if other ethnic groups are to be included in the Yo Puedo program, perhaps the inclusion of the Mexican History course and Mexican Folkdance course/activities should be reviewed.

Parents also were extremely satisfied with the Yo Puedo Program and felt that their children changed in a positive direction because of the program. According to the parents their children were more willing to learn and more studious, were more enthusiastic, more self-sufficient, self-confident and determined. In addition, parents felt children were more understanding and respectful to others because of Yo Puedo. Parents also indicated that the program helped their children to prepare for high school as well as plan for a career.

A few parents suggested that the program could be improved by extending the program, giving guidance on personality and elegance, extending study hours, providing the brightest students with scholarships, and, for the recent group of graduates, continue to motivate them so they can continue with the same enthusiasm that was transmitted to them by staff during the program.

The University of California at Santa Cruz campus provided the academic setting for students; the setting itself was seen as a positive motivating factor for students in the program. Yo Puedo provided a well-organized model program which reinforces students' academic skills in writing, oral language, reading, and basic study skills. In addition, the program activities enabled students to strengthen their self-concept and self-confidence, as well as develop their leadership skills. Furthermore, students, as a result of participating in the Yo Puedo Program, have a broader understanding of their human potential.

The program was viewed by the evaluators as highly successful and could be termed exemplary. It provided the students with positive growth, not only in academic areas, but also in interpersonal skills and self-concept.

## RECOMMENDATIONS

The following recommendations are included as a part of this evaluation report to assist Migrant Education staff to identify areas where changes might be considered for future Yo Puedo Program activities. The recommendations are based upon responses from students, teachers, Resident Assistants and parents and from observations and interviews by the evaluators. It is recommended that:

- the Yo Puedo Summer Program be continued for Migrant Education students, housed at a four-year university, and with the same high caliber teaching staff.

- if students from different ethnic groups are to take part in future Yo Puedo Program activities, then the Mexican History and Mexican Folkdance classes must be reviewed for their appropriateness to all students.

- the Magic Circles "Communication Skill Development" and "Cooperative Learning Through Action Socialization Experiences," workshops be continued as well as the Leadership class.

- a review of the amount of homework assigned for all classes be conducted.

- the Physical Education and any folkdance class be offered as the last class in the course schedule.

- the instructional materials used for the Mexican History class be reviewed for appropriateness - vocabulary and text.

- more consideration be given to increasing students' experiences with computers and science.

- more appropriate evaluation tools be developed to measure reading and math proficiency, and progress in the Personal Planning and Career Preparation course.

- extension of the study hour be considered to 11:00 p.m.

## APPENDIX A

- STUDENT SCHEDULE OF DAILY ACTIVITIES

- WEEKLY RESIDENT ASSISTANT WORK SCHEDULE

- SUMMARY OF STUDENT RESPONSES TO THE COOPERATIVE LEARNING THROUGH ACTION SOCIALIZATION EXPERIENCES WORKSHOP - SELF ESTEEM

- SUMMARY OF STUDENT RESPONSES TO THE COMMUNICATION SKILL DEVELOPMENT - MAGIC CIRCLES WORKSHOP

- PARENT ORIENTATION LETTERS IN BOTH ENGLISH AND SPANISH - PARENT ORIENTATION SIGN-UP SHEET

- PARENT INVITATION LETTER FOR STUDENTS' GRADUATION - SIGN-UP SHEET

STUDENT SCHEDULE OF DAILY ACTIVITIES
YO PUEDO PROGRAM - UCSC
July 28 to August 22, 1986

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|
| 8:15 a.m. - 9:15 a.m. | Writing<br>Nancy Martin | Writing<br>Nancy Martin | Writing<br>Nancy Martin | Writing<br>Nancy Martin | Writing<br>Nancy Martin | 1) Laundry<br>2) Clean Room | Parent Visitation |
| 9:30 a.m. - 10:30 a.m. | Math<br>Judit Moschkovich | Math<br>Judit Moschkovich | Math<br>Judit Moschkovich | Math<br>Judit Moschkovich | Math<br>Judit Moschkovich | | |
| 10:45 a.m. - 11:45 a.m. | Career/ Personal Planning<br>Lydia Cepeda | Career/ Personal Planing<br>Lydia Cepeda | Career/ Personal Planning<br>Lydia Cepeda | Career/ Personal Planning<br>Lydia Cepeda | Career/ Personal Planning<br>Lydia Cepeda | | |
| 11:45 a.m. - 1:00 p.m. | L U N C H | | | | | | |
| 1:00 p.m. - 2:00 p.m. | P.E.<br>Mexican Folk Dance<br>Ramón Silva | P.E.<br>Mexican Folk Dance<br>Ramón Silva | P.E.<br>Mexican Folk Dance<br>Ramón Silva | P.E.<br>Mexican Folk Dance<br>Ramón Silva | P.E.<br>Mexican Folk Dance<br>Ramón Silva | 1:00-3:00 p.m.<br>Art<br>Debra Levin<br>Drama<br>Rogelio Rojas | Parent Visitation |
| 2:15 p.m. - 3:15 p.m. | Basic Study Skills<br>Dian Lissner<br>Mexican Hist.<br>Ramón Silva | College Prep<br>George Shirley<br>Mexican Hist.<br>Ramón Silva | Basic Study Skills<br>Dian Lissner<br>Mexican Hist.<br>Ramón Silva | College Prep<br>George Shirley<br>Mexican Hist.<br>Ramón Silva | Basic Study Skills<br>Dian Lissner<br>Mexican Hist.<br>Ramón Silva | 3:15-5:15 p.m.<br>Art<br>Debra Levin<br>Drama<br>Rogelio Rojas | |
| 3:30 p.m. - 4:30 p.m. | Basic Study Skills<br>Dian Lissner<br>Mexican Hist.<br>Ramón Silva | College Prep<br>George Shirley<br>Mexican Hist.<br>Ramón Silva | Basic Study Skills<br>Dian Lissner<br>Mexican Hist.<br>Ramón Silva | College Prep<br>George Shirley<br>Mexican Hist.<br>Ramón Silva | Basic Study Skills<br>Dian Lissner<br>Mexican Hist.<br>Ramón Silva | Work Study Projects (5 hrs per week) | |
| 4:45 p.m. - 5:30 p.m. | | Student Leadership (Elective)<br>George Shirley | | Student Leadership (Elective)<br>George Shirley | | | |
| 5:30 p.m. - 7:00 p.m. | D I N N E R | | | | BAR B Q<br>STEVENSON | | |
| 7:00 p.m. - 10:00 p.m. | Study Time | Study Time | Study Time | Study Time | 6:30-9:00 p.m.<br>Sports/Games<br>East Field House | 7:00-10:00 pm<br>Social Activities | Study Time<br>7:00 10:00 p.m. |
| 10:00 p.m. | L I G H T S O U T | | | | 11:30 p.m. | 11:30 p.m. | |





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# WEEKLY RESIDENT ASSISTANT

## WORK SCHEDULE FOR 1st AND 3rd WEEK

## YO PUEDO 1986

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|
| 8:15AM<br>9:15AM | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | Writing<br>- M. Rocha<br>Math<br>- J. Alcantar<br>Career/P.P.<br>- C. García | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | Writing<br>- M. Rocha<br>Math<br>- J. Alcantar<br>Career/P.P.<br>- C. García | Writing<br>- S. Alba<br>Math<br>J. Velasco<br>Career/P.P.<br>- C. Martínez | Supervising RA's<br>M. Rocha<br>J. Alcantar<br>C. Garcia | Supervising RA's<br>C. Martínez<br>J. Velasco<br>S. Alba |
| 9:30AM<br>10:30AM | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | Writing<br>- M. Rocha<br>Math<br>- J. Alcantar<br>Career/P.P.<br>- C. García | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | Writing<br>- M. Rocha<br>Math<br>- J. Alcantar<br>Career/P.P.<br>- C. García | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | | |
| 10:45AM<br>11:45AM | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | Writing<br>- M. Rocha<br>Math<br>- J. Alcantar<br>Career/P.P.<br>- C. García | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | Writing<br>- M. Rocha<br>Math<br>- J. Alcantar<br>Career/P.P.<br>- C. García | Writing<br>- S. Alba<br>Math<br>- J. Velasco<br>Career/P.P.<br>- C. Martínez | | |
| 11:45AM<br>1:00PM | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1:00PM<br>2:00PM | P.E. - J. Alcantar<br>M. Rocha<br>Mex. Folk Dance<br>- C. García | P.E. - C. Martínez<br>J. Velasco<br>Mex. Folk Dance<br>- S. Alba | P.E. - J. Alcantar<br>- M. Rocha<br>Mex. Folk Dance<br>- C. García | P.E. - C. Martínez<br>J. Velasco<br>Mex. Folk Dance<br>- S. Alba | P.E. - J.Alcantar<br>M. Rocha<br>Mex. Folk Dance<br>- C. García | 1:00 - 3:00 PM<br>Art<br>M. Rocha<br>Drama<br>J. Alcantar<br>Work Study Project<br>C. Garcia | Supervising RA's<br>C. Martínez<br>J. Velasco<br>S. Alba |
| 2:15PM<br>3:15PM | Ba. Study Skills<br>- M. Rocha<br>Mex. History<br>- J. Alcantar | College Prep.<br>- C. Martínez<br>Mex. History<br>- J. Velasco | Ba. Study Skills<br>- M. Rocha<br>Mex. History<br>- J. Alcantar | College Prep.<br>- C. Martínez<br>Mex. History<br>- J. Velasco | Ba. Study Skills<br>- M. Rocha<br>Mex. History<br>- J. Alcantar | 3:15 - 5:15 PM<br>Art - C. García<br>Drama<br>- M. Rocha<br>Work Study Project<br>- J. Alcantar | |
| 3:30PM<br>4:30PM | Ba. Study Skills<br>- M. Rocha<br>Mex. History<br>- J. Alcantar | College Prep.<br>- C. Martínez<br>Mex. History<br>- J. Velasco | Ba. Study Skills<br>- M. Rocha<br>Mex. History<br>- J. Alcantar | College Prep.<br>- C. Martínez<br>Mex. History<br>- J. Velasco | Ba. Study Skills<br>- M. Rocha<br>Mex. History<br>- J. Alcantar | | |
| 4:45PM<br>5:30PM | | Student Leadership<br>- S. Alba | | Student Leadership<br>- S. Alba | | Work Study<br>- J. Alcantar | |
| 5:30PM<br>7:00PM | SUPPER | SUPPER | SUPPER | SUPPER | SUPPER | SUPPER | SUPPER |
| 7:00PM<br>10:00PM | Tutors:<br>C. Martínez<br>J. Velasco<br>S. Alba<br>C. García | Tutors:<br>M. Rocha<br>J. Alcantar<br>C. García<br>S. Alba (7-8:30) | Tutors:<br>C. Martínez<br>J. Velasco<br>S. Alba<br>C. García | Tutors:<br>M. Rocha<br>J. Alcantar<br>C. García<br>S. Alba(7-8:30) | Supervising RA's<br>C. Martínez<br>J. Velasco<br>S. Alba<br>C. García(9-12)<br>M. Rocha (10-11:30)<br>J. Alcantar (10-11:30) | Supervising RA's<br>M. Rocha<br>J. Alcantar<br>C. García<br>1 Director | Tutors:<br>C. Martínez<br>J. Velasco<br>S. Alba |
| 10:00PM<br>11:30PM | | | | | | | 1 Director<br>2 Supervisors |

MIGRANT EDUCATION REGION XVI
YO PUEDO PROGRAM
UNIVERSITY OF CALIFORNIA SANTA CRUZ

| MONDAY 7/21 | Tuesday 7/22 | Wednesday 7/23 | Thursday 7/24 | Friday 7/25 |
|---|---|---|---|---|
| 11:30<br>Students Arrive<br><br>12:00-1:00 p.m.<br>Lunch<br><br>1:00- 5:00 p.m.<br>Orientation<br><br>5:30-6:30 p.m.<br>Dinner<br><br>6:30-7:30 p.m.<br>Dorm meeting<br><br>7:30-10:00 p.m. | 9:30 Bus leaves from Porter College<br><br>Field Trip<br>Monterey Aquarium<br>Arrive 11:30 a.m.<br>Students plus 6 adults | 9:00-10:00 a.m. ——————>>>

"Cooperative Learning through Action Socialization Experiences"

SELF-ESTEEM WORKSHOP

TALLER DE PROPIA ESTIMA

1) What skills or abilities did you learn and develop during the three days of outdoor ropes activities? (Please list as many as you can).

Please see attached for responses.

2) In what ways do you feel the skills you learned during the outdoor activities will help you in your life?

Please see attached for responses.

3) What was the hardest thing for you during the three days of "ropes" activities? What helped you through it?

Please see attached for responses.

4) Would you recommend the three days of ropes/self esteem activities to other Yo Puedo students?

Please see attached for responses.

5) What suggestions do you have to make the session more interesting

Please see attached for responses.

6) How would you rate this session?

Please see attached for responses.

1) What skills or abilities did you learn and develop during the three days of outdoor ropes activities?

The skills we learned for the last 3 days were communications, trust each other, and cooperation. We learned to try our abilities on such hardest things we've never done before. For example, if we trust each other we always have confidence to walk on a rope. Besides we have to trust ourselves' think that we can do it.

Aprendi a como tener balor al subirme ala cuerda y tambien a no creerme mas que los demas porque todos somos iguales Y a no tener verguensa tambien a sentirse como menso para que nadie se sintiera mas que uno

I learned to trust my friends and to trust and believe in me. I learned that in order to do what we try to do we have to communicate with each other and put all of our heart into it.

Self-confidence, trust, communication. Working togetner makes it easier without communicating to one another (working as a team) you can get nowhere.

I learned to communicate, trust and alot of confidence in yourself, like I can do it!!

Given the chance everyone can add a little to a group, fear is something shared by all, however fear can be overcomed through self-confidence.

Yo aprendi a cominucarme con los demas y tenernos confianza uno a otro a concentrarme y luchar para poder, porque cuanac unc quiere si "se puede" y tambien aprendi hacer team work.

Such skills like communications, teamwork, trust, self-esteem, courage, responsibility, leadership and the theme of one "can do it" were strongly supportted and frequently referred to in order for us to gain some of the most basic of skills neeaed to perform and accomplish what one sets out to do.

Learn to trust, to communicate (directions) and cooperate as a team.

Lo que me ayudo, fue que 1) aprendimos a defendernos del fuego, 2) si nos encontramos en peligro, la comunicacion entre nuestros compañeros puede ayudarnos en casos dificiles y estremadamente peligrosos.

I learned so many things during these three days. Among them are: confidence in myself, trust in others, communicaiton, and daring to do risky things. I really have liked this program because I've also learned to be fond of many new people.

2) In what ways do you feel the skills you learned during the outdoor activities will help you in your life?

I feel the skills I've learned during the outdoor activities will help me have the courage and confidence to try everything that I've never learned to do it before. Besides, I could trust myself on achieving my goal.

I think it will help me reach my goals and studies. Because in order to reach them I have to communicate and keep faith in myself and I learned that here.

Si algun dia decido dedicarme a ensenar a otros estudiantes como Francisco, eso ya sera un advantage que me apoyara.

If your ever in a problem you can trust someone and communicate with them so you can work together!!

Well, it was made perfectly clear that a 5 man team, no matter how sorry the team members, is better than a one man team, thus working with your collegues is better than competing with them.

Bueno, me ayudarian a perder el miedo y no temer a nada y a darme valor para seguir adenlante que no importen los obstaculos.

These skills will help me to be a better communicator which is important in all aspects of government and private enterprise for position of responsibility where laws and policies are implemented that can have a devastating effect on minority people.

Creo que las actividades que hize al aire libre me van a ayudar en mi vida porque si lo logre una vez lo podre lograr una otra proxima vez. Yo pienso que al acordarme de estas actividades me voy a sentir con mas fuerzas para enfrentarme al mundo y a todos las cosas dificles que se me enfrenten.

I feel the skills that I learned during the outdoor activities will help me in my life because you should try to trust people and cooperation is very important because you will always need a hand to help you now and in the future.

I feel grateful about those skills I learned. I think all those skills are the most important in my life. If one of those skills is missing, I will look like a person wihtout an arm or leg.

I learned that if I never try something I'll never know if I could ever do it.

In my opinion, I feel that the skills that I learned during the outdoor activities will help me to have great determination of what I will become.

In the future, it will help me in how to have good communication with in a group.

3) What was the hardest thing for you during the three days of "ropes" activities? What helped you through it?

The hardest thing at first was to trust and make myself look like a fool. Francisco and the instructors helped me alot because they encouraged me. They also joked around but behind the laugh there was a message in every joke.

The hardest thing for me was walking on the rope by myself on the low-walinda because I learned to trust others, but the scariest was the high-walinda. Confidence and trust in others helped me a lot, and determination also played a big part.

The hardest thing for me during the three days of "ropes" activities was the low-walinda without the rope to help guide us across. Determination, team work, trust and self-confidence also support really helped me through these three days.

The hardest thing for me was to learn to trust others. Then when they caught me I realized that I could trust them.

The most hardest skills was when we had to go across the top of the rope. Really it was the help of the group saying "you can do it!"

Learning how hard it is not being able to communicate with other people.

The hardest thing for me during the three days of "ropes" was to trust people you were never with. What helped me through it was to get to know everyone and do activities in order to trust everyone.

The hardest activity was the 4x4 board walk. I found it very difficult but after relaxing for awhile and some better communication we overcame the obstacle.

Sinceramente nada fue dificil porque el grupo se comunicaba y estaba muy unido.

While doing the last stunt, I was extremely scared. I looked down and felt almost sick. However, all my new friends were a rotten'n'a'hootin' for me and this kept me from subcoming to my fear.

Fue donde teniamos que caminar en la soga y sola soteneite de otro laza y tus amigos te cuidaban. Lo que me ayudo fue, yo misma porque me dije "si se puede" sigue adelante y tambien mis companeros porque me daban animo.

The hardest thing was trusting people if they were going to be there for me, but I survived because Francisco and everyone helped me a lot.

4) Would you recommend the three days of ropes/self-esteem activities to other Yo Puedo students? (Please explain).

Absolutely! I think it will help them just like it helped me.

I would truly recommend them because they helped one feel confidence in others and in one self. I truly mean it.

Yes, I would highly recommend these three days to other students because it is an experience where you get to break one of the ropes which is fear.

Yes, I would recommend this to other students because it is a very exciting and cooperative activity.

I would highly recommend it mainly because you learn what you can do if you try.

Yes, I recommend the three days of ropes/self-esteem activities to other Yo Puedo students because I really learned alot, like to trust and to d o team work.

Claro que si, porque es una clase estupenda y interesante.

Si porque ahi apriendes mas acerca de ti misma y te dan animos para seguir adelanie y porque te conoces mas y haces cosas que nunca habias hecho y de ahi sales con una meta fija en la mente.

I would recommend them to go and really put alot of effort into it because it is an expierence you'll never forget or regret!

Yes I would recommend three days of ropes/self-esteem, because it makes you learn about what confidence is, with aciton.

Claro que si, porque los ayuda a tener comunicacion y habilidad para los peligros .

I would most certainly recommend the three days of ropes/self-esteem activities to other Yo Puedo students, because it will teach them to trust, communicate and have self-confidence. In young people like me things like this become important to know, at least I feel more strong spirituallyand intellectually.

Yo si recomendaria los tres dias de estas actividades a otros estudiantes de Yo Puedo porque fueron unos dias de mucho interes. Estuvieron muy divertidos y emocionantes. Uno tiene la oportunidad de conocer a todos y de tenerlos confianza y que ellos nos tengan a nosotros.

5) What suggestions do you have to make the session more interesting?

*Nothing in particular because I think I really learned alot.*

*I would suggest that the outdoor skill be taught for a whole week instead of three days, also be taught for longer hours.*

*To work everyone together and have more activities and alot more time.*

*Seguir con precauciones para nuestra vida construir mas ideas para defendernos y cuidarnos de peligros etc.*

*I think its just perfect.*

6) How would you rate this session?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| mal | | promedio | | excelente |
| poor | | average | | excellent |
| | | 2 | 4 | 39 |

"Communication Skill Development"

1. What did you learn from the magic circle session?

Please see attached sheet for responses.

2. What did you like about the magic circle session?

Please see attached sheet for responses.

3. What topic related most to your life?

Please see attached sheet for responses.

4. Do you believe this session helped you? How or Why not?

Please see attached sheet for responses.

5. What Suggestions do you have to make the session more interesting?

Please see attached sheet for responses.

6. How would you rate this session?

Please see attached sheet for responses.

1. What did you learn from the Magic Circle Session?

I learned many things, but the most important things are, that I learned to plan for the future. I also learned to confide in my friends without being afraid. I also learned that nothing in this world is for free, that I should fight for it if I really wanted and believed in it.

I learned to be more confident in myself, if I really want to reach my goals. I learned to communicate more with people.

En el circulo de amistad yo aprendi a confiar en todos mis companeros y a estimarlos porque todos me demostraban confianza en me. Me gusto muchisimo porque tuvimos la oportunidad de hablar de nuestros propios problemas y de conocernos mas al fondo de nosotros mismos.

Bueno pues lo que yo aprendi en el circulo de la amistad fue como comunicarse con las personas mas facilmente, y aprender cosas malas que no nos dejan proseguir con nuestros planes o estudios que queremos.

I learned about other people's feelings and thoughts of other. I also learned about respect.

To be confident and determined to do what you really want to do in life, plus trust and communication with the Yo Puedo students which are now a family.

The magic circles session showed me to have self-confidence and always show or say what I really feel.

Aprendi diferentes cosas, y unas de ellas son, tener comunicacion pensar positivamente, dar opinion hacerca del tema que se habia, como poder hablar en publico.

I learned to communicate in a very positive way. I learned to get along with all my fellow students. The most important part was that I learned to appreciate all their qualities. I also learned to admire my teacher and the R.A.'s

I learned to talk to other people and also to learn more about others. I learned to trust each other.

How to have equal time, how to have respect for others, how to accept other peoples feelings.

Yo aprendi tanto con esta clase. Me gusto tanto porque aprendi a confiar en los demas y a la vez no tenia miedo de dar mis opiniones. Aprendi que debo seguir adelante y si estoy determinada a hacer lo que aspiro ser aunque haya obstaculos

2 What did you like about the magic circle session?

What I like most about the magic circle was that we really got to know each other a lot better and felt comfortable being with each other. I also learned a lot from the magic circle to never be shy, to learn to read and speak in front of people and not to get nervous.

Mostly the communication and how we got together and got closer as a family.

The thing I liked most about the magic circle was the way we expressed ourselves to other people and the way they expressed themselves to us.

The games and the way Consuelo and Jose explained each other in order for the group to get a better understanding of one another and about the qualities and abilities they each have.

The thing I liked the most was to see that every body was getting into the conversations and shared their feelings and opinions.

Pues como dije en la respuesta de arriba, a mi me gusto mucho cuando todos platicabamos de nuestra meta que queriamos llegar. Me gustara compartir con los demas nuestros problemas y me gusto mucho cuando tuvimos que opinar sobre los demas. Creo que eso nos acerco bastante.

Lo que mas me gusto de la clase fue la comunicacion que tenemos al diario, aunque yo se que no le entiendo muy bien al ingles. Pero ahora le estoy poniendo todo me empeno para tratar de entender y aprender hablar este idioma. Y ademas me gusto mucho la forma de darnos consejos para ignorar al personas malas.

What I liked best is that they didn't force you to say anything.

The most important thing that I liked was that everyone got to share something even if it was just a simple word.

What I liked most is that we could speak up and stand up for our believes.

3 What topic related most to your life

The topic of what I would do after high school related most to my life.

To share equality with female and male.

The topic that related most to my life was when we had to tell everyone when we almost got into a fight and also when we had to introduce ourselves. The topic that really related to my life was when we had to write what we will be doing in five years.

The fact that now most of the women want to work outside the house. Rather than staying home most of the time.

Topic that related to my life is that sometimes there are obstacles and help between my life. Also the future plan.

College and grades are topics that relate to my life. I found out life isn't easy even after going to a university for some jobs pay a small salary.

That women as men are equal and should be look as an equal person with same qualities not like the ice age.

La egualidad entre hombre y mujers.

The topic is about helping my parents to live a better life in the future.

Me gusto tanto la parte en la cual cada uno deciamos lo que pensabamos de otros en el circulo (cosas bonitas). Era tan bonito oir tantas cosas buenas de uno y decirle a otros cosas al igual. Mi vida esta relacionada con este tema porque yo senti bonito y senti que si valia algo.

The topic that related more to my life was the one that was called "When I got out of high school I hope?"

Realmente todos las temas relacionaron mucho con mi vida porque en todos me desenvolvi y me senti con mas fuerzas para seguin mas adelante. Despues de todos las temas que hablamos, me senti mas alegre y mas comfortable.

Bueno pues en realidad lo que tiene mas relacion con mi vida y la clase que tiene mas relacion con mi vida es el tema de que "Nosotros podemos y tenemos inteligencia para aprender y hacer todo lo que se nos pide y sobrevivir y cuidarnos por nosotros mismos.

The topic that is most related to myself is my self-confidence I really needed help in that and they helped me through. Thank you!!!

4 Do you believe this session helped you? How or why not?

Yes, I believed it helped me because it taught me to believe in myself, plan for my future, trust my friends, and especially to get to know my friends alot better and so that brought us closer than before.

Si me ayudo mucho. Me ayudo a saber mas de mi misma y a saber cosas de las de mas personas que aunque los conocias no sabias las cosas que qprendiste.

Yes it helped me to comunicate my feelings to others.

I think it did because when I grow up I can stand up for my beliefs and not be afraid to stand up for my lifes.

It really, really helped me in self-confidence. They helped me to start talking to people. Really more not to be afraid.

Si creo que esta clase me aydo bastante porque me desenvolvi y comparti mis sentimientos con los demas. Me ayduo mucho tambien porque ahora tengo menos miedo a platicar y a compartir con los demas.

Yes, I think it helped me alot. It helped me in a way that I have more confident in myself and I know I can reach my goals if I try.

Esta clase me aydo porque yo aprendi a decir lo que esta en mi mente con sinceridad. Tambien aprendi que tengo que luchar por mis metas si deveras quiero.

Yes, because that way I could learn to make good session in the futur

Si como poder tener comunicacion con otras personas, comprender, por que? Por que es cierto y lo necita toda persona en la comunidad.

Yes, because it made me fight for my reasons were and what I thought was right. New confidence with myself and trust with people.

Yes, this session helped me. I was able to become more aware of the obstacles latinos and other minorities face when trying to reach a goal or go to college/university.

Pues sinceramente creo que me ayudo a sobrepasar las barreras que estaban en el lado negativo. Ahora me siento otra persona diferente, tengo mas confianza en mi misma.

Yes, this session helped me alot because I used to get nervous when I had to read in front of people, but now I'm not that nervous or embarassed to read in front of people.

Yes, I do believe, it made my feelings to come to the open.

5 What suggestions do you have to make the session more interesting?

More time is my suggestion. It would not make the session better nor more interesting because it already is. But with more time maybe we can learn more and things would not be as hurried.

I really don't have any suggestions to make about the magic circle because I really find the session very interesting. Because I know that Jose and Consuelo have really tried to make the session as interesting as they can and they really did a good job.

We should do more activities on writing than just talking, some students would speak more than others. Some how, the time wasn't shared equally.

Solamente que sigan teniendo esa clase de temas y que todos podemos opinar.

I don't think it needs any improvement. It was always fun. Never boring.

I think I would like to have more communicating.

Having all the people in just one group.

I suggest that we have more conversations where everyone is across to talk about the problem like when everyone has had problems once in there lifetime.

6 What would you rate this session?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 0 | 0 | 4 | 2 | 39 |

MIGRANT EDUCATION REGION XVI
MONTEREY COUNTY OFFICE OF EDUCATION
YO PUEDO PROGRAM
c/o Conference Office UCSC
Santa Cruz, CA 95064

August 5, 1986

Dear Parents:

This coming Sunday, August 10, we will have an orientation at 10:30 in the morning in the plaza at Porter College. The main focus will pertain to the "YO PUEDO" Program and the learning that the students are achieving by means of their participation and determination to continue on with their studies. It will be an honor to have you present with us and with this unity the students will feel more support and inspiration to reach their educational aspirations.

After the meeting, there will be coffee, orange juice, and pastries. If you have any questions, you can call me at 429-4658 from 9:00 o'clock in the morning to 5:00 o'clock in the afternoon. I look forward to this opportunity to get to know each of you better.

Sincerely,

Raymond R. Isola
Yo Puedo Program Coordinator

RRI/mrs

MIGRANT EDUCATION REGION XVI
MONTEREY COUNTY OFFICE OF EDUCATION
YO PUEDO PROGRAM
c/o Conference Office UCSC
Santa Cruz, CA 95064

August 5, 1986

Estimados Padres de Familia:

Este domingo que viene, el 10 de agosto, tendremos una convivencia a las 10:30 de la mañana en la plaza principal del colegio de Porter. El enfoque tendrá que ver con el programa de "YO PUEDO" y el aprendizaje que los estudiantes están logrando por medio de su participación y determinación de seguir adelante con sus estudios. Será un honor tenerlos a ustedes presentes con nosotros y así los jovenes van a sentir más apoyo y animo para alcanzar sus aspiraciones educacionales.

Después de la reunión habrá café, jugo de naranja, y pan dulce. Si tienen más preguntas, me pueden llamar a 429-4658 de las 9 de la mañana hasta las 5 de la tarde. Espero con placer esta oportunidad para poder convivir con ustedes.

Sinceramente,

Raymond R. Isola
Coordinador del Programa

RRI/mrs

MONTEREY COUNTY OFFICE OF EDUCATION
Troy E. Bramlett, County Superintendent of Schools

MIGRANT EDUCATION REGION XVI
Nancy León, Director

August 10, 1986

Dear Parents:

Welcome to the "Yo Puedo" Program at UCSC!! I am certain you will find your visitation stimulating and challenging in our ongoing educational mission to deliver the highest quality instructional services possible to secondary migrant students. The principal goals of the program are:

1) Students will further develop academic skills in the areas of math, oral language, reading, and writing.

2) Students will strengthen their self-concept and self-confidence.

3) Students will improve their ability to study in individual and group learning situations.

4) Students will develop and refine their leadership capabilities.

5) Students will better understand their human potential and establish career goals based on that understanding.

6) Students will demonstrate necessary skills to work cooperatively towards a common goal.

7) Students will learn the fundamental process and requirements to enroll in a four year university.

8) Students will become familiar with the academic and social aspects of life in a university setting.



■ 901 Blanco Circle, P. O. Box 80851 Salinas, CA 93912 - 0851 ■ Salinas (408) 755-6402 / Monterey (408) 373-2955 ■

9) Parents will increase their understanding of the "Yo Puedo" program along with their role in the student's educational development.

I can be contacted at (408) 429-4658 between the hours of 8:30 a.m. and 5:00 p.m. Monday through Friday if you would like additional information. To conclude, I wish to express my appreciation of your interest in the "Yo Puedo" Program.

Sincerely,

Raymond R. Isola

RRI/mrs

MONTEREY COUNTY OFFICE OF EDUCATION
Troy E. Bramlett, County Superintendent of Schools

MIGRANT EDUCATION REGION XVI

Nancy León, Director

8 de agosto 1986

Estimado Padres:

¡Bienvenido al programa "Yo Puedo" en la Universidad de California en Santa Cruz!! Estoy seguro que nuestro esfuerzo de proporcionar servicios educativos de la mayor calidad posible para los estudiantes migrantes de secundaria será para usted un reto y lo encontrará muy estimulante. Las metas principales del programa son:

1) Los estudiantes desarrollarán sus destrezas académicas en las áreas de matemáticas, lectura, escritura, y lenguaje oral.

2) Los estudiantes mejorarán sus habilidades de estudio individual tanto como en grupo.

3) Los estudiantes desarrollarán y refinarán sus capacidades de liderazgo.

4) Los estudiantes realizarán más completamente su potencial humano y establecerán metas de carreras basades en este desarrollo.

5) Los estudiantes demonstrarán las habilidades necesarias para trabajar cooperativamente hacia una meta común.

6) Los alumnos fortalecerán su auto-imagen y su confianza en ellos mismos.

7) Los estudiantes aprenderán el proceso fundamental y los requisitos para matricularse en la universidad.



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8) Los alumnos participarán en los aspectos academicos y sociales tocante a la vida universitaria

9) Los padres aumentarán su comprensión sobre el programa de "Yo Puedo" y su papel en el desarrollo educativo del estudiante.

Si usted desea mas informacion se puede poner en contacto conmigo al teléfono; (408) 429-4658 de las 8:30 de la mañana hasta las 5:00 de la tarde de lunes a viernes. Para concluir, quisiera expresar mi agradecimiento por su interés en el programa "Yo Puedo."

Sinceramente,

Raymond R. Isola
Coordinador del Programa

RRI/mrs

ORIENTACION
PARA LOS PADRES
SOBRE EL PROGRAMA
"YO PUEDO"

10 de agosto, 1986

| | NOMBRE | DIRECCION | NUMERO DE TELEFONO |
|---|---|---|---|
| 1 | Lupe Izquierdo | | |
| 2 | Antaco Sifuentes | | |
| 3 | Ma. Hope Claudio | | |
| 4 | Ramon Casillas | Comerina Casillas | |
| 5 | Amelia Chávez | | |
| 6 | Bertha A. Islas | Jose D Reyes | |
| 7 | Cosme Camillo | Enrique Islas y fam | |
| 8 | Francisco | Teresa Camillo | |
| 9 | | Perez | |
| 10 | Emilio | | |
| 11 | | | |
| 12 | Romualdo Vallejos | Graber Rosalvina V. | Mario Flores |
| 13 | | | |
| 14 | Maria Donoso | Salvador Vazquez | |
| 15 | Maria Ramirez | | |
| 16 | Don Arakelian, Fresno, CA | | |
| 17 | Andres Gonzales | Clementina Gonzales | |
| 18 | | | |
| 19 | Maria Elena Palomino | | |
| 20 | Angela Lopez | | |
| 21 | Marcela | Rodriguez | Felipe. Urzua. |
| 22 | Ma Luis Ortega | | |
| 23 | Francisco Salazar | Rosa Zuniga | |
| 24 | Jesus Duran | Rosa Duran | |
| 25 | Mario & Ma. Isabel | Roacho (Region 6 Calexico Ca.) VI | |

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ORIENTACION
PARA LOS PADRES
SOBRE EL PROGRAMA
"YO PUEDO"

10 de agosto, 1986

| | NOMBRE | DIRECCION | NUMERO DE TELEFONO |
|---|---|---|---|
| 1 | Alicia Jimenez | 232 Pine St. Soled | Luis Jimenez |
| 2 | Trinidad Garcia | Socarro Garcia | |
| 3 | Amparo Gutierrez | | |
| 4 | Juan Barrero | Elia Barrero. | |
| 5 | | | |
| 6 | | Magdalena Alejandre | |
| 7 | | | |
| 8 | Jesús A Venegas. | Socorro G Venegas | |
| 9 | Socorro H. Jimenez | | |
| 10 | Jose A. Jimenez | | |
| 11 | Maria Dominguez | Manuel Dominguez | |
| 12 | | | |
| 13 | Maria Faustina Paz | J Jesus Paz | |
| 14 | | Guadalupe Cruz | |
| 15 | José Alcantar | | |
| 16 | | | |
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MONTEREY COUNTY OFFICE OF EDUCATION
Troy E. Bramlett, County Superintendent of Schools

MIGRANT EDUCATION REGION XVI
Nancy León, Director

August 15, 1986

Dear Parents:

I want to thank you for the overwhelming support you demonstrated to the Yo Puedo staff and students last Sunday by your participation in the parent orientation. The feeling amongst us all after the orientation was one of unity and purpose directed towards the educational success of our Yo Puedo students.

I hope you can attend the last and most significant event of the Yo Puedo program, the graduation and dance scheduled for Friday, August 22nd at 8:30 p.m. in the dining hall at Porter College (Please see the attached map). Mr. Jesse Sanchez and Ms. Ana Caballero will be our guest speakers.

I anticipate this to be a memorable occasion in which we have an opportunity to support the Yo Puedo students in reaching their future dreams and at the same time celebrate in their present successes.

Sincerely,

Raymond R. Isola
Program Coordinator.

enclosure

RRI/mrs



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MONTEREY COUNTY OFFICE OF EDUCATION
Troy E. Bramlett, County Superintendent of Schools

MIGRANT EDUCATION REGION XVI
Nancy León, Director

15 de agosto, 1986

Estimados Padres:

Quiero darles las gracias por su participación y el apoyo mostrado por ustedes hacia el personal y a los alumnos del programa Yo Puedo, en la orientacion que tuvimos para los padres de familia el domingo pasado. Después de la orientación todos llevabamos un sentimiento de unidad de propósitos, dirigidos al exito educativo de nuestros estudiantes del programa Yo Puedo.

Por otra parte, quiero invitarlos a asistir al último y mas significante evento del programa Yo Puedo, que será la ceremonia de graduación, la que culminará con un baile. Esta ceremonia será el viernes, 22 de agosto a las 8:30 de la noche en la cafetería del Colegio Porter, donde esta el dormitorio de los alumnos. (Favor de fijarse en el mapa). Señor Jesse Sanchez, miembro de la mesa directiva de Salinas y Ana Caballero, abogada de Salinas, serán nuestros oradores de honor.

Yo anticipo que esta ocasión será memorable en la cual tendremos la oportunidad de apoyar los alumnos de "Yo Puedo" para alcanzar a sus sueños del porvenir y ala vez celebrar sus exitos del presente.

Sinceramente,

Raymond R. Isola
Coordinador del Programa

RRI/mrs



■ 901 Blanco Circle, P. O. Box 80851 Salinas, CA 93912 - 0851 ■ Salinas (408) 755-6402 / Monterey (408) 373-2955 ■

Graduation '86

REGION XVI
YO PUEDO PROGRAM 1986
U.C. SANTA CRUZ

VISITOR SIGN IN FORM

| Name | Address/Telephone | Date 8-22-86 |
|---|---|---|
| 1. | | |
| 2. | | |
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| 5. | | |
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| 19. | | |
| 20. | | |

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Graduation 86

REGION XVI
YO PUEDO PROGRAM 1986
U.C. SANTA CRUZ

VISITOR SIGN IN FORM

| | Name | Address/Telephone | Date 8-22-86 |
|---|---|---|---|
| 1. | [illegible] | | |
| 2. | | | |
| 3 | | | |
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| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | Elea Borroso | | |
| 11. | Raymond Paz | | |
| 12. | Maria Renteria | | |
| 13. | Connie Espinoza | | |
| 14. | Rudy + Christina Granados | | |
| 15. | Griselda Quezada | | |
| 16. | David Santos | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |

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Graduation '86

REGION XVI
YO PUEDO PROGRAM 1986
U.C. SANTA CRUZ

VISITOR SIGN IN FORM

| Name | Address/Telephone | Date 8-22-86 |
|---|---|---|
| 1. | | |
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| 19. | | |
| 20. | | |

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Graduation '86

REGION XVI
YO PUEDO PROGRAM 1986
U.C. SANTA CRUZ

VISITOR SIGN IN FORM

| | Name | Address/Telephone | Date 8-22-86 |
|---|---|---|---|
| 1 | | | |
| 2 | Barbara Sota | | |
| 3 | | | |
| 4. | | | |
| 5. | HENRY VILLAREAL | | |
| 6. | NANNY RAMIREZ | | |
| 7. | Susana Gonzalez | | |
| 8. | Maria Gonzalez | | |
| 9. | Juan Gonzalez | | |
| 10. | Ramón Silva R | | |
| 11. | Mauricio Alfaro | | |
| 12. | Socorro Jimenez | | |
| 13. | Mom of Megan Bennett | | |
| 14. | Nucho Pay | | |
| 15. | María D a | | |
| 16. | | | |
| 17. | | | |
| 18. | Timbe Barros | | |
| 19. | Orin Escoba | | |
| 20. | Socorro | | |

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Graduation '86

REGION XVI
YO PUEDO PROGRAM 1986
U.C. SANTA CRUZ

VISITOR SIGN IN FORM

| Name | Address/Telephone | Date 8-22-86 |
|---|---|---|
| 1. Romulo Villegas | | |
| 2. Juan Barros | | |
| 3 | | |
| 4. Andrés Flores | | |
| 5. | | |
| 6. Christina Ochoa | | |
| 7. Maribel Garza | | |
| 8. Theda Uribe | | |
| 9. Naomi Carillo | | |
| 10. Maria Alejandra Perez | | |
| 11. Casimiro Camillo | | |
| 12. | | |
| 13. Maria L Tovar | | |
| 14. Manuela Tovar | | |
| 15. Steve Trujillo | | |
| 16. Elodia Rocha | | |
| 17. | | |
| 18. Antonio C. Rocha | | |
| 19. Maria Vasquez | | |
| 20. Lisa Rivas | | |

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Yo Puedo
Graduation '86

REGION XVI
YO PUEDO PROGRAM 1986
U.C. SANTA CRUZ

VISITOR SIGN IN FORM

| Name | Address/Telephone | Date 8-22-86 |
|---|---|---|
| 1. AMPARO GUITIERREZ | | |
| 2. PHILIPE GUITIERREZ | | |
| 3. Pedro M Martinez | | |
| 4. Ma Luz Ortiga | | |
| 5. Sergio Garcia | | |
| 6. Pablo M. Gutierrez | | |
| 7. Gabriel Covarrubias | | |
| 8. Mel Salomico | | |
| 9. Bertha Diaz | | |
| 10. Andres Lorzo Gonzalez | | |
| 11. Miguel Mena | | |
| 12. Raquel Calderon | | |
| 13. Araceli Mendez | | |
| 14. Jose M. Bracamontes | | |
| 15. Nancy Leon | | |
| 16. CLARITA PRICE | | |
| 17. Jesus Manzanero | | |
| 18. Agnidad Garcia | | |
| 19. Emilio Chavez | | |
| 20. Rosalinio Villegas | | |

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## A P P E N D I X  B

- YO PUEDO PROGRAM PRE/POSTTEST READING/MATH/WRITING COMPARISONS PROFICIENCY TEST RESULTS

YO PUEDO PROGRAM - PRE/POSTTEST READING/MATH/WRITING COMPARISONS
PROFICIENCY TEST RESULTS

| | | PERCENT CORRECT | | | | RAW SCORE | |
|---|---|---|---|---|---|---|---|
| | | READING | | MATH | | WRITING | |
| | STUDENT NAME | Pre | Post | Pre | Post | Pre | Post |
| 1. | ALEJANDRE, JERRY | 90 | 93 | | 91 | 4 | 3 |
| 2. | ANH, TU THI | 98 | 98 | 98 | 98 | 5 | 4 |
| 3. | AUTURO, AVALOS | 98 | 69 | | 94 | 1 | 4 |
| 4. | BARROSO, MARIA | 100 | 95 | 97 | 100 | 5 | 5 |
| 5. | BATRES, MARIO | 83 | 79 | | 91 | 2 | 5 |
| 6. | BRAVO, MARIA | 90 | 98 | | 95 | 5 | 6 |
| 7. | BUGARIN, GLORIA | -- | 93 | | 97 | 3 | 4 |
| 8. | CARRILLO, JUAN | -- | 95 | | 98 | | |
| 9. | CASILLAS, RAMON | 95 | 98 | | 100 | 4 | 5 |
| 10. | CHAVEZ, AMELIA | 95 | 83 | | 89 | 3 | 3 |
| 11. | CHAVEZ, EMILIO | 95 | 93 | | 97 | 4 | 5 |
| 12. | CLAUDIO, TERESA | 90 | 95 | 98 | 100 | 5 | 5 |
| 13. | CRUZ, ANGIE | 79 | 76 | | 100 | 2 | 4 |
| 14. | DOMINQUEZ, VERONICA | 90 | 93 | | 97 | 3 | 4 |
| 15. | DURAN, ROSA | 100 | 95 | | 100 | 4 | 4 |
| 16. | GALLARDO, HILDA | 86 | 86 | | 97 | 3 | 6 |
| 17. | GARCIA, MARIA | 98 | 95 | | 95 | 2 | 2 |
| 18. | GARZA, LORI | 93 | 88 | | 100 | 4 | 6 |
| 19. | GODOY, ALEX | 90 | 98 | | -- | 4 | 5 |
| 20. | GONZALEZ, BERTA | 98 | 90 | 91 | 98 | 5 | 6 |
| 21. | GUTIERREZ, JOSE G. | 88 | 81 | | 95 | 1 | 2 |
| 22. | HERNANDEZ, MARICELA | 95 | 93 | | 97 | 3 | 4 |
| 23. | ISLAS, JUDY | 93 | 95 | | 95 | 4 | 6 |
| 24. | JIMINEZ, ELIZABETH | 95 | 98 | 95 | 67 | 4 | 5 |
| 25. | JIMINEZ, VIOLA | 83 | 74 | | 92 | 4 | 5 |
| 26. | LAMAS, JORGE | 88 | 90 | 95 | 98 | 2 | 5 |
| 27. | MENDEZ, ROSARIO | 98 | 90 | | 100 | 5 | 6 |
| 28. | NGUYEN, DAT VAN | 95 | 95 | 94 | 100 | 4 | 3 |
| 29. | NGUYEN, THUY TUN | 90 | 93 | | 88 | 3 | 3 |
| 30. | PALOMINO, NOE | 93 | 90 | | 97 | 5 | 5 |
| 31. | PARRILLA, JUAN | 95 | -- | | -- | 5 | 5 |
| 32. | PAZ, MARIA | 62 | 71 | | 86 | 4 | 3 |
| 33. | PEREZ, MARIA | 93 | 88 | | 95 | 2 | 5 |
| 34. | PINEDO, ELIZABETH | 98 | 98 | 100 | 100 | 6 | 6 |
| 35. | PINEDO, FRANCES MARIE | 100 | 100 | 100 | 97 | 6 | 6 |
| 36. | QUEZADA, CELIA | 98 | 100 | 98 | 100 | 6 | 6 |
| 37. | RAMIREZ, DAVID | 95 | 100 | 100 | 95 | 6 | 6 |
| 38. | ROCHA, JESUS | 98 | 98 | 97 | 95 | 5 | 6 |
| 39. | RODRIGUEZ, ALICIA | 88 | 86 | 97 | 98 | 5 | 6 |
| 40. | RODRIGUEZ, GERARDO | 86 | -- | | 91 | 3 | 3 |
| 41. | RODRIGUEZ, OSCAR | 86 | 95 | 98 | 97 | 4 | 4 |
| 42. | SAAVERDRA, RAUL | 88 | 98 | | 95 | 3 | 3 |
| 43. | SIFUENTES, RUBEN | 69 | 76 | | 86 | 1 | 3 |
| 44. | TORRES, LEOPOLDO | 93 | 83 | | 94 | 3 | 4 |
| 45. | TRAN, DA THI | 86 | 81 | 97 | 97 | 2 | 4 |
| 46. | TU, OAHN THI | 98 | 100 | 98 | 97 | 5 | 6 |
| 47. | VENEGAS, CLAUDIA | 76 | 83 | | 92 | 4 | 6 |
| 48. | VILLEGAS, JESUS | 90 | 93 | | 97 | 2 | 3 |

# APPENDIX C

- WRITING PRE/POST FREQUENCY DISTRIBUTIONS

## WRITING - FREQUENCY DISTRIBUTIONS

HEADER DATA FOR: A:YOWRITE LABEL: pre-post scores
NUMBER OF CASES: 47 NUMBER OF VARIABLES: 2

VARIABLE: 1. PRE

WRITING - GRADES 9-12 COMBINED

| =====CLASS LIMITS==== | | FREQUENCY | PERCENT | ....CUMULATIVE... FREQUENCY | PERCENT |
|---|---|---|---|---|---|
| 1.00 ⅛ | 3.00 | 10 | 21.28 | 10 | 21.28 |
| 3.00 ⅛ | 5.00 | 21 | 44.68 | 31 | 65.96 |
| 5.00 ⅛ | 7.00 | 16 | 34.04 | 47 | 100.00 |
| | TOTAL | 47 | 100.00 | | |

| =====CLASS LIMITS==== | | FREQUENCY | ..... |
|---|---|---|---|
| 1.00 ⅛ | 3.00 | 10 | ========== |
| 3.00 ⅛ | 5.00 | 21 | ========== |
| 5.00 ⅛ | 7.00 | 16 | ========== |

---------- FREQUENCY DISTRIBUTIONS ----------

HEADER DATA FOR: A:YOWRITE LABEL: pre-post scores
NUMBER OF CASES: 47 NUMBER OF VARIABLES: 2

VARIABLE: 2. POST

WRITING - GRADES 9-12 COMBINED

| =====CLASS LIMITS==== | | FREQUENCY | PERCENT | ....CUMULATIVE... FREQUENCY | PERCENT |
|---|---|---|---|---|---|
| 1.00 ⅛ | 3.00 | 2 | 4.26 | 2 | 4.26 |
| 3.00 ⅛ | 5.00 | 19 | 40.43 | 21 | 44.68 |
| 5.00 ⅛ | 7.00 | 26 | 55.32 | 47 | 100.00 |
| | TOTAL | 47 | 100.00 | | |

| =====CLASS LIMITS==== | | FREQUENCY | ..... |
|---|---|---|---|
| 1.00 ⅛ | 3.00 | 2 | == |
| 3.00 ⅛ | 5.00 | 19 | ========== |
| 5.00 ⅛ | 7.00 | 26 | ========== |

# APPENDIX D

- READING PROFICIENCY TESTS - OBJECTIVES
- READING FREQUENCY DISTRIBUTION PRE/POSTTEST
- MATH PROFICIENCY TESTS - OBJECTIVES
- MATH FREQUENCY DISTRIBUTION PRE/POSTTEST

YO PUEDO SUMMER PROGRAM
READING PROFICIENCY TESTS - OBJECTIVES

The objectives for the Reading Proficiency Tests is presented below:

READING PROFICIENCY TEST - OBJECTIVES

| Minimum Proficiency Statements | Test Item Number | Ratio | Mastery Level |
|---|---|---|---|
| 1. Identify the main idea in a written selection | 1,5,9,13 | 3/4 | 75% |
| 2. Locate details in a written selection | 2,6,10,14 | 3/4 | 75% |
| 3. Draw conclusions from a written selection, generalization, inference | 3,7,11,15 | 3/4 | 75% |
| 4. Read and understand the meanings of commonly used words | 4,8,12,16 | 3/4 | 75% |
| 5. Use a table of contents | 17,18,19,20 | 3/4 | 75% |
| 6. Use an index | 21,22,23,24 | 3/4 | 75% |
| 7. Use of signs | 25,26,27,28 29,30 | 4/6 | 66% |
| 8. Use of maps | 31,32,33,34 | 3/4 | 75% |
| 9. Use a dictionary | 35,36,37,38 | 3/4 | 75% |
| 10. Use correct abbreviations | 39,40,41,42 | 3/4 | 75% |

READING PROFICIENCY TEST - FREQUENCY DISTRIBUTION

HEADER DATA FOR: A:READING LABEL: READING PRE/POST
NUMBER OF CASES: 43 NUMBER OF VARIABLES: 2

VARIABLE: 1. PRE

READING - GRADES 9-12 COMBINED

| =====CLASS LIMITS==== | | | FREQUENCY | PERCENT | ....CUMULATIVE... FREQUENCY | PERCENT |
|---|---|---|---|---|---|---|
| 50.00 | & | 55.00 | 0 | .00 | 0 | .00 |
| 55.00 | & | 60.00 | 0 | .00 | 0 | .00 |
| 60.00 | & | 65.00 | 1 | 2.33 | 1 | 2.33 |
| 65.00 | & | 70.00 | 1 | 2.33 | 2 | 4.65 |
| 70.00 | & | 75.00 | 0 | .00 | 2 | 4.65 |
| 75.00 | & | 80.00 | 2 | 4.65 | 4 | 9.30 |
| 80.00 | & | 85.00 | 2 | 4.65 | 6 | 13.95 |
| 85.00 | & | 90.00 | 7 | 16.28 | 13 | 30.23 |
| 90.00 | & | 95.00 | 11 | 25.58 | 24 | 55.81 |
| 95.00 | & | 100.00 | 16 | 37.21 | 40 | 93.02 |
| 100.00 | & | 105.00 | 3 | 6.98 | 43 | 100.00 |
| | | TOTAL | 43 | 100.00 | | |

| =====CLASS LIMITS==== | | | FREQUENCY | ..... |
|---|---|---|---|---|
| 50.00 | & | 55.00 | 0 | |
| 55.00 | & | 60.00 | 0 | |
| 60.00 | & | 65.00 | 1 | = |
| 65.00 | & | 70.00 | 1 | = |
| 70.00 | & | 75.00 | 0 | |
| 75.00 | & | 80.00 | 2 | === |
| 80.00 | & | 85.00 | 2 | === |
| 85.00 | & | 90.00 | 7 | ========== |
| 90.00 | & | 95.00 | 11 | ========== |
| 95.00 | & | 100.00 | 16 | ========== |
| 100.00 | & | 105.00 | 3 | ===== |

---------- FREQUENCY DISTRIBUTIONS ----------

HEADER DATA FOR: A:READING LABEL: READING PRE/POST
NUMBER OF CASES: 43 NUMBER OF VARIABLES: 2

VARIABLE: 2. POST

READING GRADES 9-12 COMBINED

| =====CLASS LIMITS==== | | | FREQUENCY | PERCENT | ....CUMULATIVE... FREQUENCY | PERCENT |
|---|---|---|---|---|---|---|
| 50.00 | & | 55.00 | 0 | .00 | 0 | .00 |
| 55.00 | & | 60.00 | 0 | .00 | 0 | .00 |
| 60.00 | & | 65.00 | 0 | .00 | 0 | .00 |
| 65.00 | & | 70.00 | 1 | 2.33 | 1 | 2.33 |
| 70.00 | & | 75.00 | 2 | 4.65 | 3 | 6.98 |
| 75.00 | & | 80.00 | 3 | 6.98 | 6 | 13.95 |
| 80.00 | & | 85.00 | 5 | 11.63 | 11 | 25.58 |
| 85.00 | & | 90.00 | 3 | 6.98 | 14 | 32.56 |
| 90.00 | & | 95.00 | 10 | 23.26 | 24 | 55.81 |
| 95.00 | & | 100.00 | 15 | 34.88 | 39 | 90.70 |
| 100.00 | & | 105.00 | 4 | 9.30 | 43 | 100.00 |
| | | TOTAL | 43 | 100.00 | | |

| =====CLASS LIMITS==== | | | FREQUENCY | ..... |
|---|---|---|---|---|
| 50.00 | & | 55.00 | 0 | |
| 55.00 | & | 60.00 | 0 | |
| 60.00 | & | 65.00 | 0 | |
| 65.00 | & | 70.00 | 1 | = |
| 70.00 | & | 75.00 | 2 | === |
| 75.00 | & | 80.00 | 3 | ===== |
| 80.00 | & | 85.00 | 5 | ========= |
| 85.00 | & | 90.00 | 3 | ===== |
| 90.00 | & | 95.00 | 10 | ========== |
| 95.00 | & | 100.00 | 15 | ========== |
| 100.00 | & | 105.00 | 4 | ======= |

The objectives for the Math Proficiency Tests is presented below:

MATH PROFICIENCY TEST - OBJECTIVES

| Minimum Proficiency Statements | Test Item Number | Ratio | Mastery Level |
|---|---|---|---|
| 1. Identify whole number place value | 1,3,3,4 | 3/4 | 75% |
| 2. Perform basic whole number operations - addition | 5,6,7,8 | 3/4 | 75% |
| 3. Perform basic whole number operations - subtraction | 9,10,11,12 | 3/4 | 75% |
| 4. Perform basic whole number operations - multiplication | 13,14,15,16 | 3/4 | 75% |
| 5. Perform basic whole number operations - division | 17,18,19,20 | 3/4 | 75% |
| 6. Recognize fractional parts | 21,22,23,24 | 3/4 | 75% |
| 7. Perform basic operations using common fractions: addition/subtraction | 25,26,27,28 | 3/4 | 75% |
| 8. Perform basic operations using common fractions: multiplication/division | 29,30,31,32 | 3/4 | 75% |
| 9. Perform basic operations using decimal fractions: addition/subtraction | 33,34,35,36 | 3/4 | 75% |
| 10. Perform basic operations using decimal fractions: multiplication/division | 37,38,39,40 | 3/4 | 75% |
| 11. Read, comprehend and use basic metric measurement | 41,42,43,44 | 3/4 | 75% |
| 12. Recognize basic geometric shapes and compute area, perimeter and volume problems | 45,46,47,48 | 3/4 | 75% |
| 13. Perform basic operations using coins and currency, including making change | 49,50,51,52 | 3/4 | 75% |

MATH PROFICIENCY TEST - OBJECTIVES

| Minimum Proficiency Statements | Test Item Number | Ratio | Mastery Level |
|---|---|---|---|
| 14. Understand the concept of whole numbers, common fractions, decimal fractions, and appropriate math symbols | 53,54,55,56 | 3/4 | 75% |
| 15. Interpret, and use information presented in simple graphs | 57,58,59,60 | 3/4 | 75% |
| 16. Solve whole number problems word problems | 61,62,63,64 | 3/4 | 75% |

MATH PROFICIENCY TEST - FREQUENCY DISTRIBUTION

---------- FREQUENCY DISTRIBUTIONS ----------

HEADER DATA FOR: A:MATH LABEL: PRE/POST MATH
NUMBER OF CASES: 14 NUMBER OF VARIABLES: 2

VARIABLE: 1. PRE

MATH - GRADES 9-12 COMBINED

| =====CLASS LIMITS==== | | | FREQUENCY | PERCENT | ....CUMULATIVE... FREQUENCY | PERCENT |
|---|---|---|---|---|---|---|
| 50.00 | ½ | 55.00 | 0 | .00 | 0 | .00 |
| 55.00 | ½ | 60.00 | 0 | .00 | 0 | .00 |
| 60.00 | ½ | 65.00 | 0 | .00 | 0 | .00 |
| 65.00 | ½ | 70.00 | 0 | .00 | 0 | .00 |
| 70.00 | ½ | 75.00 | 0 | .00 | 0 | .00 |
| 75.00 | ½ | 80.00 | 0 | .00 | 0 | .00 |
| 80.00 | ½ | 85.00 | 0 | .00 | 0 | .00 |
| 85.00 | ½ | 90.00 | 0 | .00 | 0 | .00 |
| 90.00 | ½ | 95.00 | 2 | 14.29 | 2 | 14.29 |
| 95.00 | ½ | 100.00 | 9 | 64.29 | 11 | 78.57 |
| 100.00 | ½ | 105.00 | 3 | 21.43 | 14 | 100.00 |
| | | TOTAL | 14 | 100.00 | | |

| =====CLASS LIMITS==== | | | FREQUENCY | ..... |
|---|---|---|---|---|
| 50.00 | ½ | 55.00 | 0 | |
| 55.00 | ½ | 60.00 | 0 | |
| 60.00 | ½ | 65.00 | 0 | |
| 65.00 | ½ | 70.00 | 0 | |
| 70.00 | ½ | 75.00 | 0 | |
| 75.00 | ½ | 80.00 | 0 | |
| 80.00 | ½ | 85.00 | 0 | |
| 85.00 | ½ | 90.00 | 0 | |
| 90.00 | ½ | 95.00 | 2 | ====== |
| 95.00 | ½ | 100.00 | 9 | ========== |
| 100.00 | ½ | 105.00 | 3 | ========= |

---------- FREQUENCY DISTRIBUTIONS ----------

HEADER DATA FOR: A:MATH  LABEL: PRE/POST MATH
NUMBER OF CASES: 14  NUMBER OF VARIABLES: 2

VARIABLE: 2. POST

MATH - GRADES 9-12 COMBINED

| =====CLASS LIMITS==== | | | FREQUENCY | PERCENT | ....CUMULATIVE... FREQUENCY | PERCENT |
|---|---|---|---|---|---|---|
| 50.00 | ½ | 55.00 | 0 | .00 | 0 | .00 |
| 55.00 | ½ | 60.00 | 0 | .00 | 0 | .00 |
| 60.00 | ½ | 65.00 | 0 | .00 | 0 | .00 |
| 65.00 | ½ | 70.00 | 1 | 7.14 | 1 | 7.14 |
| 70.00 | ½ | 75.00 | 0 | .00 | 1 | 7.14 |
| 75.00 | ½ | 80.00 | 0 | .00 | 1 | 7.14 |
| 80.00 | ½ | 85.00 | 0 | .00 | 1 | 7.14 |
| 85.00 | ½ | 90.00 | 0 | .00 | 1 | 7.14 |
| 90.00 | ½ | 95.00 | 0 | .00 | 1 | 7.14 |
| 95.00 | ½ | 100.00 | 8 | 57.14 | 9 | 64.29 |
| 100.00 | ½ | 105.00 | 5 | 35.71 | 14 | 100.00 |
| | | TOTAL | 14 | 100.00 | | |

| =====CLASS LIMITS==== | | | FREQUENCY | ..... |
|---|---|---|---|---|
| 50.00 | ½ | 55.00 | 0 | |
| 55.00 | ½ | 60.00 | 0 | |
| 60.00 | ½ | 65.00 | 0 | |
| 65.00 | ½ | 70.00 | 1 | === |
| 70.00 | ½ | 75.00 | 0 | |
| 75.00 | ½ | 80.00 | 0 | |
| 80.00 | ½ | 85.00 | 0 | |
| 85.00 | ½ | 90.00 | 0 | |
| 90.00 | ½ | 95.00 | 0 | |
| 95.00 | ½ | 100.00 | 8 | ========== |
| 100.00 | ½ | 105.00 | 5 | ========== |

# APPENDIX E

- SUMMARY OF PRE/POSTTEST PERSONAL AND CAREER COUNSELING QUESTIONNAIRE RESPONSES

## SUMMARY OF PRE/POSTTEST PERSONAL AND CAREER COUNSELING QUESTIONNAIRE RESPONSES

Yo Puedo program students completed the Personal and Career Counseling pre and posttests in the Personal and Career Counseling classes. The results of the students' responses are presented below:

| ITEMS | RESPONSE MODE | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | | | Agree | | | | Undecided | | | | Disagree | | | |
| | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1. Women with preschool children should not work outside the home. | 4 | 9 | 5 | 12 | 6 | 13 | 4 | 10 | 21 | 45 | 13 | 31 | 16 | 34 | 20 | 48 |
| 2. Boys are more intelligent than girls. | 2 | 4 | 1 | 2 | 6 | 13 | 1 | 2 | 2 | 4 | 3 | 7 | 37 | 39 | 37 | 88 |
| 3. If a woman works outside the home, she should be responsible for the housework as well. | 5 | 11 | 6 | 15 | 14 | 30 | 8 | 20 | 9 | 19 | 8 | 20 | 19 | 40 | 21 | 51 |
| 4. I would vote for a woman for president if she were the best candidate. | 24 | 51 | 31 | 74 | 16 | 34 | 9 | 24 | 3 | 6 | 2 | 5 | 4 | 9 | 0 | 0 |
| 5. It is important for a man to be "masculine" and a woman to be "feminine." | 19 | 41 | 10 | 24 | 16 | 35 | 9 | 21 | 2 | 4 | 9 | 21 | 9 | 20 | 14 | 33 |
| 6. Men should not cry. | 2 | 4 | 3 | 7 | 3 | 6 | 1 | 2 | 10 | 21 | 3 | 7 | 32 | 68 | 35 | 83 |
| 7. Wives should make less money at their jobs than their husbands. | 0 | 0 | 1 | 2 | 2 | 4 | 0 | 0 | 5 | 11 | 4 | 10 | 40 | 85 | 37 | 88 |
| 8. Boys should have more education than girls. | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 2 | 2 | 4 | 2 | 5 | 45 | 96 | 37 | 90 |
| 9. Women should concentrate on finding jobs in the fields of nursing, teaching, clerical and secretarial work since they already possess these skills. | 2 | 4 | 2 | 5 | 7 | 15 | 8 | 19 | 9 | 19 | 3 | 7 | 29 | 62 | 29 | 69 |
| 10. A single man is not capable of taking care of an infant. | 2 | 4 | 1 | 2 | 6 | 13 | 2 | 5 | 12 | 26 | 8 | 19 | 27 | 57 | 31 | 74 |

Students were asked to name their first and second choice values on the questionnaire:

| | NUMBER OF STUDENTS RESPONDING | | | |
|---|---|---|---|---|
| | Choice | | | |
| | 1 | | 2 | |
| NAME OF CAREER | Pre | Post | Pre | Post |
| - ambition | | | 1 | |
| - car | | | 1 | 1 |
| - career | | | | 2 |
| - caring | | | 1 | |
| - clothes | | | 2 | 1 |
| - college | 1 | | | 1 |
| - communication | | | 2 | |
| - concentration | 1 | | | |
| - creativity | | 1 | | |
| - courage | | 1 | | |
| - dependable | 1 | | | |
| - determination | | | 2 | 1 |
| - education | 2 | 5 | 3 | 1 |
| - equality | | | 2 | |
| - fair | | | | |
| - faithfulness | | | | |
| - family | 8 | 8 | 2 | 3 |
| - freedom | | 1 | | |
| - friendship | 7 | 3 | | 4 |
| - goals | | 1 | | |
| - happiness | | | | 1 |
| - helping parents | 1 | 3 | 1 | |
| - helping others | | | | 1 |
| - honesty | 5 | 5 | | 1 |
| - home | | | 3 | |
| - intelligence | 3 | 1 | 2 | 1 |
| - justice | 3 | 1 | | 3 |
| - kind | | 1 | | |
| - knowledge | | | | 1 |
| - learning | 2 | 1 | | 2 |
| - liberty | | | 3 | 1 |
| - listening | 1 | | | |
| - loyalty | | | 1 | 1 |
| - love | 1 | 3 | | |
| - money | 2 | 1 | | 1 |
| - myself | 1 | | 2 | 4 |
| - quest for wealth | | | 1 | |
| - occupation | | | 1 | |
| - power | | 1 | | |
| - respect of others | 1 | | 2 | |
| - responsibility | 1 | 1 | 1 | |

| | NUMBER OF STUDENTS RESPONDING | | | |
|---|---|---|---|---|
| | Choice | | | |
| | 1 | | 2 | |
| NAME OF CAREER | Pre | Post | Pre | Post |
| - schooling | | 1 | | |
| - self-respect | | | | 1 |
| - skill | | | 1 | 1 |
| - study | | 1 | | |
| - things I own | | 1 | | |
| - trust | | | | 2 |
| - virginity | 2 | 1 | 1 | 1 |
| - women are equal as men | 1 | | | |
| - working hard | | | 1 | 1 |
| Total Student Responses | 44 | 42 | 36 | 37 |

Students addressed the following statements:

| Item | Pretest N | Pretest % | Posttest N | Posttest % |
|---|---|---|---|---|
| 1. A person concerned with power would be best advised to seek a college degree in: | | | | |
| a. philosophy | 3 | 6 | 2 | 5 |
| b. business administration | 44 | 94 | 38 | 93 |
| c. English | 0 | 0 | 1 | 2 |
| 2. Those most concerned with money might want to be: | | | | |
| a. social workers | 5 | 11 | 9 | 21 |
| b. corporation heads | 42 | 89 | 33 | 79 |
| c. playground supervisors | 0 | 0 | 0 | 0 |
| 3. Companionship would be an important part of a job as: | | | | |
| a. a phone installer | 10 | 21 | 2 | 5 |
| b. a tour guide | 36 | 77 | 39 | 93 |
| c. a jewelry repair person | 1 | 2 | 1 | 2 |
| 4. A person with a need for some creativity might be happiest as a: | | | | |
| a. waitress | 1 | 2 | 1 | 2 |
| b. cook | 43 | 94 | 39 | 95 |
| c. cashier | 2 | 4 | 1 | 2 |

The following items listed represent a summary of students' verbatim comments:

Students were instructed, pre and post, to write one goal with two objectives that involved high school:

| PRETEST | | |
|---|---|---|
| Goal | N | Objective |
| - accounting | 1 | - learning another language, typing |
| - architect | 3 | - required classes, help with scholarships |
| - computer programmer | 2 | - ask about it with a person who has studied |
| - continue education in Air Force | 1 | - to get prepared by taking the right courses |
| - doctor | 1 | - getting good grades, study about medicine |
| - engineer | 1 | - classes in math |
| - finish high school and go into a university | 4 | - get a good education, job |
| - good in French/Math | 1 | - mathematic teacher, travel to France |
| - graduate | 13 | - getting involved in any activity, getting good grades, planning future, learn auto mechanics, electricity before finishing, to get a scholarship, to make parents proud, to get high school diploma, study hard, profession |
| - graduating with honors | 2 | - improve school work, maintain self in honor classes |
| - lawyer | 2 | - good grades |
| - learning more about my career | 1 | - knowing more so it is easy in college |
| - mechanics | 2 | - have to take two classes - one in engine 1 and engine 2 |
| - photographer | 1 | - |
| - soccer | 2 | - practice |
| - teacher | 2 | - start to get information for career, take required classes, get a 3.0 GPA |
| - to get excellent grades | 2 | - graduate as a top student - attend a good college |
| - valedictorian | 3 | - receive 4.5 |

| POSTTEST | | |
|---|---|---|
| Goal | N | Objective |
| - architecture | 1 | - required classes, drafting |
| - career | 1 | - to study more, work hard |
| - to become a football player | 1 | - run every day, exercise, lift weights |
| - get better grades | 5 | - schedule time and dedicate 3 hours, take notes in classroom, study hard and do homework, extra work, spend more time on studying, turn in all work |
| - get straight A's in classes | 6 | - study, concentrate more on homework, asking questions that I don't understand, do well on tests, do not go out to so many parties, stay home on school nights, working after school, study hard, do all homework |
| - graduate from high school with diploma | 16 | - by working hard and studying after school, doing all homework, pass all classes, proficiency tests, meet all of the requirements in high school, parents and friends support, get credits that are required, join sports, have a lot of friends, get good grades, take courses to prepare for college, take and pass required classes, stay in school |
| - photographer | 1 | - study for photographer, finish college, |
| - pilot | 1 | - work hard in math, get four years of college |
| - sports | 1 | - a lot of exercises and ability |
| - study hard for tests and homework | 2 | - spend more time on homework, study before bed |
| - take typing class | 1 | - practice, improve more |
| - to learn French language | 1 | - do Spanish class 3-4, then French class 1-4 |
| - valedictorian for graduation | 2 | - earn an A in math analysis and Lit. survey, be responsible |

Students' comments were summarized for the following questions, "What is the first step when making a decision?"

| Pretest | N | Posttest | N |
|---|---|---|---|
| - think about it, look at facts | 17 | - know what you are going to decide | 2 |
| - analyzing carefully your choices in detail | 6 | - think of the positive and negative results it will bring you | 4 |
| - knowing what you want | 2 | - know the facts | 1 |
| - think about positive and negative things about your choice | 4 | - think carefully before making the decision | 25 |
| - think about what you are getting into and how it will affect your life | 1 | - observe, think, decide | 1 |
| - analyze decision and think about outcomes | 6 | - think about it and then see what your mom or best friend think | 1 |
| - work hard and succeed | 1 | - to think of the alternatives | 1 |
| - the first step is to agree | 1 | - decide whether you're willing to achieve the goal | 1 |
| | | - think about the benefit | 1 |
| | | - to stop and think of consequences and plan it out | 4 |

Another question students addressed was, "Is not deciding a decision?"

| Pretest | | Posttest | |
|---|---|---|---|
| Yes | No | Yes | No |
| 38 | 7 | 29 | 12 |

Students, forboth pre- and posttests, described assertive, passive and agressive behavior:

| Pretest | N | Posttest | N |
|---|---|---|---|
| Assertive behavior: | | Assertive behavior: | |
| - allow no intimidation | 1 | - being understanding and controlling your answer | 2 |
| - stand in communication of what you believe | 2 | - when you give the right answer or comments | 3 |
| - you don't agree with the person | 1 | - knowing how to get control of the situation without being agressive | 2 |
| - acting in a very certain, positive manner | 1 | - when a person agrees and is nice | 7 |
| - a person who doesn't understand | 1 | - saying what you think is right | 4 |
| - wanting to learn fast | 2 | - outgoing and say what is on your mind | 4 |
| - to learn more | 2 | - having good self-esteem, and being able to say no in a nice manner | 5 |
| - to talk clear | 2 | - when you say something that states feelings directly without violating honesty | 1 |
| - saying what you believe in and how you feel | 1 | - assertive behavior is inbetween, they are leaders | 1 |
| - if someone is talking you always give them your ideas | 1 | - to talk things out | 1 |
| - when you agree with someone and you continue the conversation | 1 | - say no with your mouth and body | 2 |
| - that you know almost everything, get the right answers | 1 | - being able to say no in a positive way | 1 |
| - communicate and think positive | 1 | - being calm and saying what you feel | 2 |
| - having a nice, calm argument | 1 | | |
| - a person that strongly disagrees about things | 3 | | |
| - a person who is firm with everyone | 1 | | |
| Passive behavior: | | Passive behavior: | |
| - a patient, calm person | 7 | - when you let anyone tell you anything, you are the victim | 5 |
| - you just ignore it | 2 | - when you don't do anything and let others control you | 6 |
| - you give all your attention to whom everyone is speaking | 1 | - when a person accepts everything that is told to him | 5 |
| - you give in too easy | 2 | | |
| - always agree with what people say | 3 | | |
| - acting in a very shy and uncertain way | 1 | | |

Passive behavior: (cont'd.)

- a person who doesn't understand 1
- not deciding for yourself 2
- do not put their ideas to work 1
- when you turn someone down 1
- to tell someone you agree with someone when you really don't 2
- that you are peaceful 1
- just listening and not taking part in dicussions 1

Passive behavior: (cont'd.)

- you do what they tell you to do, a doormat 4
- when you avoid immediate conflict 4
- to stay back, be shy 1
- just forgetting what you want, ignoring the problem 1
- when you allow yourself to be exploited 1
- to be inbetween positive and negative 1
- really undecided 2

Agressive behavior:

- very tense, upset, anxious 5
- no decisions made 2
- an ambitious person 1
- keep your ground, at all times 1
- you stand up for what is right 1
- strongly agree 1
- acting very determined and having control 1
- wanting to learn fast 1
- good and calm 1
- not calm, to attach verbally 1
- have their own ideas 1
- always have a strong belief or opinion 1
- someone who always talks against someone which you don't agree 1
- not agreeing with someone and saying your beliefs 1
- being able to go out and get what you want in a positive way 1

Agressive behavior:

- when you get control over a situation in a very violent way 2
- when a person gets mad and talks in a loud voice 1
- to get angry and hysterical 11
- when you get out of control 2
- angry tone, high temper in answering 9
- you make the decision you think is best 4
- being the prosecutor 1
- violates the rights of others 1
- to be very harsh 1
- saying no in a negative way 1

Students were asked to list their career/job choice for the future for both pretest and posttest:

| Pretest | N | Posttest | |
|---|---|---|---|
| - architect | 3 | - accountant | 1 |
| - astronaut | 1 | - acting | 1 |
| - auto mechanic | 2 | - aircraft engineer | 1 |
| - businessman | 1 | - architecture | 2 |
| - computers | 1 | - auto mechanic | 2 |
| - computer programmer | 1 | - bilingual teacher | 1 |
| - dental hygienist | 1 | - biology teacher | 1 |
| - dentist | 1 | - business administra. | 1 |
| - doctor | 2 | - chemist | 1 |
| - engineer | 4 | - dental hygienist | 1 |
| - gynocologist | 1 | - designing buildings & houses | 1 |
| - fashion designer | 1 | - diesel mechanic | 1 |
| - lawyer | 2 | - doctor | 1 |
| - nurse | 1 | - economist | 1 |
| - pilot | 3 | - engineer | 3 |
| - pre-school teacher | 1 | - fashion designer | 1 |
| - radio broadcaster | 1 | - foreign language teacher | 1 |
| - secretary | 3 | - lawyer | 1 |
| - stewardess | 1 | - medicine | 1 |
| - teacher | 4 | - nuclear physicist | 1 |
| - wish to travel | 1 | - nurse | 1 |
| | | - photographer | 1 |
| | | - pilot | 3 |
| | | - psychologist | 1 |
| | | - reporter | 1 |
| | | - scientist | 1 |
| | | - secretary | 1 |
| | | - social worker | 1 |
| | | - stewardress | 1 |
| | | - teacher | 2 |
| | | - translator | 1 |
| | | - writer | 1 |

# APPENDIX F

- SUMMARY OF STUDENTS' PERCEPTIONS OF YO PUEDO PROGRAM EXIT QUESTIONNAIRE
- SUMMARY OF STAFF RESPONSES TO THE YO PUEDO PROGRAM QUESTIONNAIRE
- SUMMARY OF PARENTS' RESPONSES TO THE YO PUEDO PROGRAM QUESTIONNAIRE

**SUMMARY OF STUDENTS' PERCEPTIONS OF YO PUEDO PROGRAM**
**EXIT QUESTIONNAIRE**

An exit questionnaire was developed to ascertain students' perceptions of the Yo Puedo Program, and expected life activities after leaving high school. Presented below are comments from those forty-seven students who completed the questionnaire. The total number of responses follow in parenthesis.

1. What did you like best about the Yo Puedo instructional program:

   - They don't force you into things you don't want to know. (1)
   - I was able to improve my math skills on word problems and write essays the form I wanted. (1)
   - I am able to do a good job in all classes. (1)
   - That it teaches you a lot of stuff that will be important in your future. (1)
   - Liked the instruction. (1)
   - That everything was made according to our potential of knowledge. There was always help if needed. (1)
   - I loved everything about it. (1)
   - It was fun, I met a lot of people. (1)
   - That everyone cared about one another and they all showed love and respect. (1)
   - I really liked all of the instructional programs. (4)
   - The things I liked were the classes cause they taught us things that we don't learn in high school. (1)
   - I learned lots of new things, but especially, made a lot of special friends. (1)
   - Everything - play, program classes, dances, etc. (1)
   - Everything has been very excellent - like the classes of writing, math. (1)
   - Well, I really enjoyed writing. (1)
   - Liked the system of studying. (1)

- All of the activities we all did together. (1)

- The thing I liked about Yo Puedo was the weekends, and the subjects. (1)

- Writing, drawing and math are the subjects I liked most. (1)

- I liked everthing, but I must admit that I liked the self-awareness class much better. (1)

- I got to meet new friends. (2)

- I really liked everything that this program taught us - it was very exciting and interesting. (3)

- Meeting other people, having to share my life problems with them. (1)

- It showed me how to like myself. (1)

- I liked the writing, self awareness, and magic circle. (1)

- the self-awareness class. (3)

- I liked the math and P.E. classes and the hospitality. (1)

- I liked the whole thing because we were treated like brothers and sisters. (1)

- I liked how they organized and where we had the dance, beach party. (2)

- It taught me so many wonderful things, like trust, communication, self-honesty. (4)

- The program made me think more about my future in a very positive way - now I know that I will make it, accomplish my dreams. (1)

- I liked folkdancing and Mexican history, classes were very interesting. (1)

2. **What did you like least about the Yo Puedo instructional program?**

- The dorms. (2)

- There was a vast amount of homework. (4)

- That we had a lot of homework and we didn't have that much time to finish and sometimes I did it in class. (1)

- Art, painted only with water. (1)

- The money was too limited. (1)

- Having lights out at 10:00 p.m. (5)

- Too much homework but it helped us better ourselves. (1)

- I really don't disagree with anything, everything was great. (4)

- They usually talked about trust, but they never trusted us. (1)

- The food, and scolded and handled us like children. (1)

- Drama class - because he didn't make students get excited about the lessons. (1)

- The rules - some of them, sleeping hours, and not being able to take walks. (1)

- The food. (2)

- P.E. and sometimes personal planning. (1)

- Some of the R.A.'s were too strict. (1)

- The way they set the class and time. (1)

- It was for a short time. (2)

- Being away from my family and some of the food. (1)

- That we could not explore more of the campus on our own. (2)

- I would like to learn more about biology. (1)

- What I didn't like was that you didn't have time to play, pure work. (1)

- The strict staff - great job, however, by Maria Valaro, Clemente Martinez, and Ramon Silva. (1)

- Self-awareness. (1)

- Too many regulations. (2)

3. **What are your suggestions for improving the Yo Puedo instructional program?**

- I would say it would be better if it were longer with longer hours of study. (2)

- An extra hour to do homework should be added during study period. (1)

- Less homework on extensive study time. (2)

- Shouldn't pile on so much homework, because you get tired really fast. (1)

- The order of the classes - dancing should be the last one. (1)

- Nothing, I liked it as it was. (3)

- Get more money, a computer class, and make the program at Stanford. (1)

- Extend curfew longer. (1)

- No P.E. after lunch, please - have P.E. as the last class. (1)

- Less strictness. (2)

- More time for classes. (1)

- More of a chance to be more of an adult. (1)

- Let the students have an opportunity to make decisions. (1)

- They should let us study in study groups with whoever we want to. (1)

- Maybe teachers that know each other more. (1)

- Make it longer. (1)

- To sleep later. (1)

- Going to bed late - having more free time. (1)

- One suggestion would be that they should trust people and let them explore the campus better. (1)

- Nothing because everthing is pretty good. (3)

- To give science classes and a lot of sports. (1)

- Extend the program to 10 weeks. (1)

- I suggest that the studying period should be extended to 11:00. (1)

- I think they should have an hour for free time that they could do anything. (1)

- More lenient people. (1)

**4. What did you like best about the recreational program activities?**

- The way they believed in us - they trusted us so much that I couldn't imagine anybody would feel like that. (1)

- I learned to play soccer. (1)

- The beach party and dances. (3)

- That it was a great idea because I think it important to rest your brain from all the homework they gave us. (1)

- P.E. should be more of a P.E. class than a recess. (1)

- Too far to walk all the way down to Stephens. (1)

- They were fun and I lost weight. (1)

- Everything was super. (3)

- The activities were great especially the outdoor skills. (3)

- The writing class. (1)

- I liked that we had a lot of fun with all our firends. (1)

- The best thing I enjoyed was that all the teachers participated too. (1)

- The activities on the low-high Wallendas. (2)

- I loved the movies. (1)

- They helped us a lot in trusting each other. (2)

- The games. (1)

- The Friday barbeque, and party such as the beach, aquarium. (2)

- I got to participate a lot. (2)

- I liked folk dancing and P.E. (1)

- Ropes. (1)

5. **What did you like least about the recreational program activities?**

- Well mainly I don't think there was enough recreational activities. (1)

- At the picnic they would give same food - it was cold. (2)

- P.E. should be more of a P.E. class than a recess. (2)

- Too far to walk all the way down to Stephens. (1)

- It's only for a short period of time. (1)

- Running. (2)

- Hardly anyone got to be in them - they always picked the same people. (2)

- Art. (1)

- The barbeque. (1)

- I don't like drama although I know this is important for speech. (3)

- We didn't have anything to eat. (1)

- They were too long. (1)

- I liked everything. (4)

- What I liked least about it was that we played the same game every day or every two days. (1)

- More exercises and sports and I also would like to learn more folkdancing. (2)

- We didn't get to use the tennis courts and other things like that. (1)

- We only had three days of activities. (1)

6. **What are your suggestions for improving the Yo Puedo recreational program activities?**

- The recreational program should last longer. (1)

- Have some beach parties. (1)

- Everything is fine except for P.E. The instructors would make it more fun by adding new sports, games, etc. (1)

- To make it the last class. (1)

- Having it for a longer period of time. (2)

- To tell the person who waters the soccer field to stop drowning the grass because we always get wet. (1)

- To have people get more involved - let everyone be chosen. (2)

- Add more games and picnics outdoors. (1)

- I think we should practice or study something that is required for college. (1)

- They should extend the outdoor skills to two weeks. (1)

- Maybe start the acting sooner in acting. (1)

- Movie two times a week. (1)

- More recreational activities with less time. (1)

- Make them more enjoyable so we could have fun. (2)

- One suggestion would be that they should have a schedule with the games we were going to play. (1)

- That they make the other ones run longer or do more exercise. (4)

- To make use of the swimming pool. (1)

- Have more things besides playing soccer. (1)

7. **What do you think you have learned by living on campus that you would not have learned by living at home?**

- I have learned to look out for myself because mom used to do everything for me. (1)

- I was isolated from the world at home. Now I know there's a world I will have to face once I go on to a university. (1)

- Being responsible for washing clothes, etc. (3)

- How to be on time to your classes and learn different directions. (1)

- Living at campus gave me time to myself - at home I didn't have that. And now I am more aware of things around me. (1)

- I learned how to be more independent of your parents. (8)

- Communicating with other people and living alone. (6)

- I learned to trust the girls, and at home I don't trust my sisters or anyone with my things. (1)

- Responsibility, self-responsibility and that anybody that lives by you is your family. (4)

- I learned to cooperate and trust others. (2)

- I learned to have more confidence in myself and to do many activities that were very exciting. (1)

- Learned to live with other students. (1)

- I have learned that college is harder than I thought. (1)

- I've learned that by studying for a long period I can finish my homework. (1)

- Learned to improve my skills. (1)

- I have learned to follow instructions and become a much more responsible person. (1)

**8. What did you like best about the staff's teaching in the Yo Puedo program?**

- They are so nice and understanding - they don't pressure you at all. (1)

- Everyone was friendly, and they always had time to help us. (3)

- Their big smiles - by looking at their smiles I knew it was going to be a great day. (1)

- Liked everything. (2)

- They all did a great job. (1)

- They knew what we would like and they tried their best not to make it boring. (3)

- They were great! Except one of the girls' RA'S was always on my case. (1)

- Writing, Math and Basic Study Skills are the staff's teaching that I liked best. (1)

- They were always there when you needed them. (2)

- They are generous and funny which I always joked with them. (1)

- I really liked the writing teacher. Her teaching system really helped me improve in creative writing. (1)

- That they had a lot of patience with all of us. (3)

- I liked that they were very nice and understanding with us. (3)

- They acted as if they were your family. (2)

- I loved their attitude. (1)

- They taught us well. (1)

- They were humorous and cool. (1)

- That they helped us with homework and that they also enjoyed what we did. (1)

- They were very helpful people. (1)

- They were like family, friendly, loving, caring and honest. (2)

- Writing - self awareness. (1)

- Magic circle. (1)

- That they all were glad to help us out if we had questions - good instructions. (1)

**9. What did you like least about the staff's teaching in the Yo Puedo Program?**

- They were great. (1)

- Nothing, I think they did a great job. (9)

- There was a lot of homework sometimes. (1)

- One girl RA always used to be grouchy with me. (1)

- Have a chance to select the courses as elective. (1)

- That we should study more on writing and reading more. (1)

- Give enough homework for the amount of study hours given. (1)

- Some didn't agree with each other. (1)

- Too strict. (4)

- That they changed rules every day. (1)

- What I liked least about the staff's teaching was that they sometimes didn't explain fully. (1)

- Math. (1)

**10. What are your suggestions, comments for improving the teaching in the Yo Puedo Program?**

- I would say that if you get teachers like the ones we had it would be very interesting. (2)

- To explain better the homework. (1)

- Well the only problem I had was that I didn't understand History but I did learn a lot out of it. So I suggest that the history books should be easier to understand. (1)

- For one thing to have more explanations - Spanish-speaking teachers. (1)

- Get a different math and history teacher. (1)

- Wouldn't change anything. They are wonderful people. (1)

- The teachers should get to know their students better. (1)

- Not to be so grouchy! (1)

- Everything I went through is okay and the teachers have done a good job. (1)

- That they don't give too much homework. (2)

- Have a suggestion that we should study more, and writing and reading more. (1)

- Give enough homework for the amount of study hours given. (1)

- I think they helped us a lot. (1)

- Make them teach in a more exciting way. (1)

- I think you should have a science teacher. (1)

- More interesting classes. (1)

- To get more people like Clemente. (1)

- I have no comments at all because the teaching was perfectly great. (1)

- My suggestions are that they should explain more carefully and ask students if they understand. (1)

- That they will be active like Mrs. Litener and Nancy. (1)

- The teachers might be more understanding. (1)

- Harder math. (1)

- Don't let the teachers be so flexible with students. When an assignment is due it's due on that day. No late homework be received. (1)

**11. What are your plans after you leave high school?**

- To come to U.C.S.C because I really like it here. It is so fabulous. I could never imagine college like this. (1)

- I plan to keep on studying and applying to universities. (1)

- Continue school and then get a job. (1)

- I plan to go to graduate school so I could become a foreign language teacher. (1)

- Apply to colleges and prepare myself to go to them. (1)

- To become the future pilot of America. (1)

- Go to an ivy league university. (1)

- After I leave high school, I will be going into a university and I will learn to have better skills in becoming a nurse. (1)

- To continue studying at a university and to get a master's degree in my major. (1)

- I hope I will get accepted to a college so I can study for a dental hygienist. (1)

- Attend college. (13)

- My plans after I leave high school are going to college to continue my education and I want to be a doctor to help people. (1)

- Go to Airforce, college, become a pilot. (1)

- Attend a university, have a career, go to work. (3)

- To go to college and then to graduate school and get a Ph.D. in nuclear physics. (1)

- Go to U.C., Stanford and study Business Administration or another university to study economics and psychology. (1)

- Try to go to a four year college, if not go to community college for two years and transfer. (1)

- After I leave high school, I want to go on to a college or a university so I can get my career to become a teacher. (1)

- I want to go to college for four years then become a stewardess. (1)

- Go to college and become an architect, or computer engineer. (1)

- Go to a diesel institute. (1)

- My plans after I leave high school are to go to a university or West Point Academy and become a jet pilot or pilot fighter. (1)

- My plan are to go to college and follow my big brother, have a good education, and have a nice career. (1)

- Go to Princeton major in economics. (1)

**SUMMARY OF STAFF RESPONSES TO THE YO PUEDO PROGRAM QUESTIONNAIRE**

Staffs' verbatim comments are listed below to the open-ended Yo Puedo Program Questionnaire items:

**Comments/Suggestions to items addressing physical facilities, instructional materials, scheduling of students, objective of Yo Puedo program, communication among staff/administrators, class size and courses offered.**

- The inclusion of students of different ethnicities, i.e., Asians, may suggest a look at the function of the Mexican History course. Perhaps a "people's History of the U.S." instead, including a variety of minorities would be appropropriate."

- I think the art program could be developed and better integrated into the rest of the program; also better planning for physical space and materials. (At Porter one needs to arrange in advance for the visual fundamentals room.) Perhaps art could be used as a creative learning/socializing part of the program two or three evenings a week and one or two day periods with student access to facilities at other times. It should not be just a "weekend activity" but viewed as important as other classes/projects. IDEAS: mural project (portable which at end of program could be placed or exhibited in S.C. or Watsonville; along with a "Yo Puedo" art show). Linoleum cuts, clay, pastels (if visual fundamentals room is obtained or adequate space), posters/T-shirts, field trip to museum in S.F. or S.C. museum (Mexican Museum at Fort Mason S.F. and Galeria de la Raza in S.F.).

- Overall, the Yo Puedo program is good. However, it is very important that it improves in its courses by adding the Sciences.

- Not switching classrooms every week, using a more comprehensive math proficiency test which would include the math skills of intermediate and advanced students, perhaps using a practice SAT or ACT for pre- and posttesting seniors.

- I would suggest having P.E. and folk dancing during the last period.

- Prepare the best materials necessary for studies.

- I would prefer smaller writing classes with more time for conferences. There are lots of papers to evaluate in a writing class, and sometimes the grading job can be varied with conferences.

- Physical Education should be given just before dinner instead of right after lunch.

8. **What change or impact have you seen on the students since their involvement in the Yo Puedo program?**

- They seem serious and dedicated; I sense a feeling of "se puede."

- Development of self-esteem through rapidly developing their painting and drawing skills.

- Most of the students have come out of their shells and have gained some self-confidence. They are alert as well as motivated in learning all they can. Most all have also gained considerable leadership skills that will aid them in determining their lives.

- Personal growth, almost a glow of confidence, though I feel this has come about in spite of some of the activities and not because of them.

- Some of the changes that I have noticed among the students are that they are now more outspoken, more confidence in themselves, they are able to express their opinions more clearly and they also have learned to respect opinions that are different from theirs.

- Have more confidence in self - think of a career and university for the future not as a possibility but an assured goal.

- They've blossomed - they feel the confidence to express their ideas and write about them, and I noticed a growth in their feelings for each other. They have become a community, supporting each other and the program. They have definitely learned to believe in themselves.

- They have came from strangers to family. Some have shown signs of leadership.

9. **Indicate the areas of strength in the Yo Puedo program:**

- The commitment of the staff is an area of strength. The emphasis on self-exploration with drama and arts is an asset to the program. The program has a good basic structure, and the goals are well explained in the staff orientation. The student orientation must be good too, because the students began the course well-primed and motivated. Above all, I sense an ongoing commitment on the part of the administrative and regular staff. I see a willingness to improve, change, and eliminate problems as opposed to the self-satisfied inertia that can infect education. This combined positive staff communication and interaction will insure continuance of a good program.

- Building self-esteem; socialization skills, orientation to university setting.

- A very understanding and professional staff. Quick response to student needs. The program allows students to become involved in all the different components. Copying material is always on time.

- Objectives, parents and of course, the students (don't forget the staff).

- Staff, types of classes offered, first week of orientation.

- Magnificent staff. Yo Puedo has a great impact on motivating students and students attaining goals.

- The dedicated staff, who seem to have a good sense for building self-esteem in others. The monies or fundings which provide for such excellent facilities. The communication between the staff which is fostered by open and caring directors.

- Unity, leadership, discipline.

**10. Indicate the areas that could be improved in the Yo Puedo Program:**

- I think study skills should be four days a week.

- Material, organization and communication methods. (Of course I was unable to attend weekly meetings; part of problem).

- Communication between staff and students. More exciting or better prepared instructors.

- Curriculum, testing, class materials, and facilities. Planning of extra curricular activities.

- Communication among staff, instructional materials for the Spanish speakers.

- To improve the classes - in some areas need major organization.

- UCSC not be allowed to juggle classrooms - staff hired earlier to participate in evaluation procedures. Materials purchased on time allotted to instructors for developing materials earlier rather than start a riot scene at the xerox machine.

- Communication among staff members - females vs. males.

**11. List areas that could be explained in greater depth in the Yo Puedo program:**

- The arts.

- I strongly suggest exploring the sciences.

- Field trips (even local ones). Our library trip this year was nice -- it could have been more developed.

- Study groups in classrooms and magic circles.

- Academic goals expected for the students; ESL class for only Spanish speaking and writing students; classes meeting three times a week to give time for students to study.

- The students' background and strengths should be explored in order for us "staff" to help them better.

12. **Comments/suggestions regarding the Yo Puedo Program:**

- For the reasons listed above I feel Mexican dance may lack relevance to Asians and perhaps assorted ethnic dances would be better or modern American dance styles.

- Suggest picking out a food menu that will be more suitable for the students. This is possible because I've already talked to manager of the cafeteria and he basically said that arrangements should be done before the program starts with the conference office. (taco, burritos, menudo, carnitos, tamales, frijoles, arroz, chicken mole, tortillas (flour, corn), pozole, pan mexicano, etc. - very cheap foods.

- More minority role models for the students (i.e., writing teacher - not Spanish). More visitors that come to see the students to talk to them and not just watch them (again, the role-model idea).

- Having separate meetings for resident and teaching staff? perhaps one after the other; identifying the most advanced math students early in the program (before they come into the classroom) and arranging for them to be involved in independent studying of adequate math areas.

- Not to have the field trip to Monterey; either change the location or begin the first week of orientation, and for the teachers to get together and plan the amount of homework the students will receive because I believe the students had too much work.

- Would like to see follow-up in academic subjects after students leave the program, evaluation be accomplished periodically and maintain contact with students so that goals can be realized.

- It's terrific. The program created self-esteem, community, exposure to intellectual challenge, and a chance for a human being with a good brain to become more than a menial worker. Once the brain is challenged, it will not be satisfied with unstimulating work (hopefully). It created awareness concerning the equality of men and women. It stimulated human growth, which is a prerequisite for all underprivileged communties in America to escape the fate of an exploited labor class.

- It should have a computer class, at least twice per week. There should be other programs like this one all over the country.

## SUMMARY OF PARENTS' RESPONSES TO THE YO PUEDO PROGRAM QUESTIONNAIRE

Parents whose children were enrolled in the Yo Puedo summer program completed a questionnaire at the end of the program regarding their feelings about the program. Verbatim comments, compiled by the Migrant Education office, are listed below to each open-ended item:

1. What changes have you seen in your son or daughter since attending the Yo Puedo Program?

The change that I see is that now he studies more than before.

Many, among them I could perceive she is more loving, less irritable. Something I really liked was to see she is taking things with more confidence in herself.

Appears to have progressed a great deal and is more independent.

She is a more determined girl, and she is more sure of herself, with the desire to be a leader in society. We are very happy because of her self-confidence.

We have noticed that they are more self-sufficient, more self-confident and we are very pleased.

We have noticed he is more intelligent in his studies, he respects and understands us more. And it is all thanks to the staff and the program, for its support is that we are so thankful.

Well, I have noticed some changes in my daughter, and they are, of course, for the better.

Studious, understanding and respectful. My son expresses himself better with people and knows how to respect them better.

Mainly, he seems more enthusiastic to study. He also came back more respectful and responsible.

My daughter, Celia Quezada, likes to study more and more every day. She is more diligent and friendly.

Well, since my son started attending the Yo Puedo Program? Well, we are very proud because he says he likes to study very much.

The changes that I see in my daughter are that she came back very happy, and she is more encouraged to continue her studies.

Now she is more self-confident, and she struggles to study more.

When he came back from the Yo Puedo Program, he began to study more than was normal, day after day.

I have observed that my son is more studious and he likes the Yo Puedo Program very much. We, as parents, thank you.

Self-confident, human, cooperative, friendly.

1. What changes have you seen in your son or daughter since attending the Yo Puedo Program? (continued)

I have observed many changes in my daughter since she went to the Yo Puedo Program.

More enthusiasm for studying and has more spirit (encouragement) to do his other work.

She seems to have more and more effort. She said she really enjoyed to learn from that program.

His respect for himself and others. He's really mature. It motivated him toward his schooling. He's looking forward to attending college and seeking a career.

He is more interested in learning.

The changes that I see in Oscar are many and they are good. He is like more mature, more responsible, loving and more studious.

Mainly, I have observed that my son is punctual in getting up and going to school.

More willingness and energy to study and has received letters from her friends and classmates.

2. What are some of the good things in the Yo Puedo Program?

It helps the student study more.

The way they taught my daughter how to value, first of all, her family; the friendship she treasures so much with all of you, her studies, and a great hope for the future.

Help students to understand living in groups and to develop their abilities.

One of the good things is the guidance to choose a career, and the self-confidence to confront life and her career.

One of the good things was the way in which they were guided to choosing a career, and how to succeed in them.

The total change of each one of the Yo Puedo students.

Well, for me the good aspects of the Yo Puedo Program is that they learn to live together.

The program is good for him because it gives him the opportunity to go to the university and other schools.

Encourages to continue forward, teaches how to be more assertive, and also not be passive.

The orientations on career planning and the friendship between all the students and teachers.

Some good things of the Yo Puedo Program are that they can teach very well, and that it is a good experience for the students.

The good things in the Yo Puedo Program are that they are willing to continue with their studies.

They teach them more and encourage them to continue studying.

This program teaches them a lot of good things that helps them think about their future.

This Yo Puedo Program helps them prepare for high school.

They are all good things.

She can control her impulses better. She is more self-confident. There have been a lot of changes in my daughter, thanks to the Yo Puedo Program.

The good educational activities.

Preparing the spirit for students who can be seen the open ways to university.

2. What are some of the good things in the Yo Puedo Program? (continued)

The teachers were just great, that meant a lot to him. The surrounding, also the people and students too. The classes were great.

Helps the students get more interested.

That they show them to rely on themselves, be more independent.

Quantity; above all the brother/sister relationship they all had there, just like, or better than in a family (environment).

The organization of the program and the good planning of its rules.

3. What areas in the Yo Puedo Program could be improved?

It is fine.

Apart from the ones already improved, and according to my daughter's comments, they feel the time is too short, and they would like to participate in another Yo Puedo Program.

My daughter would have liked to have been more time over there so she could have had more experiences. Maybe if they could have stayed one more week, it would have been better for them. They all comment that they were very happy there, and that is good.

It would be good if it could be improved by giving guidance on Personality and Elegance. This would be part of showing them how to act with elegance in society and in the working place.

Continue studying, and support the Yo Puedo Program, and keep in touch with the Program.

For me there are many aspects that I can't explain all the good details.

We hope the program continues so it can give us, the rest of the students, the opportunity to continue to go ahead and show us how to improve ourselves.

That it should be for more than five weeks, and they can offer more classes.

I would like to see the brightest kids receiving economic aid for their studies and scholarships

There is nothing that can improve because everything is very good.

It is fine just like it is.

We think that what you have planned out is appropriate for each student in the Yo Puedo Program every year.

If they could change the schedule of the P.E. class, so its not after lunch, because the students have just finished eating and they feel sick when they run.

Everything is perfect.

I don't know in what way it can improve, but continue with the program. This program helps a lot.

Everything is good, I don't think it is necessary to improve anything.

I think the staff and students and arrangements were excellent, that just keep up the good work you've done a great job.

3. What areas in the Yo Puedo Program could be improved? (continued)

It is just fine as it is.

The study hours.

I could not tell you because as far as what I say, everything is fine.

I don't see anything that can be changed because I see that everything is just fine, but if you see anything else, it's even better.

4. Comments/Suggestions regarding the Migrant Education Program and/or Yo Puedo Program:

Aside from sincerely thanking you, and knowing how to express all the great satisfactions our daughter has given us, and all is thanks to all the help on behalf of the Yo Puedo staff, because you made this Yo Puedo program possible. I would like to ask you a favor, and that is not to forget this group that just graduated. And in the best way possible and convenient to continue motivating them, so they can keep going with that same enthusiasm that you transmitted to them yourselves. Again, thank you very much.

Above all, it would be good to have self-defense classes because of the girls that might be attacked someplace. Also, more computer classes, because it was a really good experience for them, and the world is becoming more and more computerized day after day. Thank you.

I do not know if they receive classes on family education and training. It would be very good because in these days young or old marriages fall apart easily. And this is a chaos for society. There are so many children alone without the support of their parents. I believe that is lack of preparation before marriage. It (preparation) would be good since they are all young kids with the desire of having a family. Thank you.

Well, we suggest the Program continues, because it is incredible that in such a short time our children could have learned so much and definitely have changed without our comments. Thank you.

Well, the commentaries/suggestions regarding the Yo Puedo Programs of the Migrant Education Program is that it is very good, and hopefully there can be many that can do it.

Ruben was very happy because he had the opportunity to improve in his way of thinking and his classes in order for him to achieve the career he hopes to achieve in the future.

We think it was a good program, because my daughter would not have been able to go to another program like this, and we would not have been able to see what a good program this is for migrant students. Also, we hope that this program continues for other sons and daughters of all migrant parents. Also, I want to thank you for all the things my daughter learned from all of you.

It was a very nice experience. She is very happy that she could attend the "Yo Puedo" Program, and we thank you for the love and support you have everyone. Sincerely, thank you very much.

In regard to the Yo Puedo Program we thank you very much for helping our son because it opened up a future for him. Sincerely.

The comments that I have for the Migrant Program are that it is a fantastic program and, it also help the students very much.

4. Comments/Suggestions regarding the Migrant Education Program and/or Yo Puedo Program: (continued)

It is a very good program, that helps the migrant students. I hope it continues always.

In this program the students attending have the opportunity to meet many other students from different places, and therefore, they can get to learn more about how to prepare better for the future.

My suggestion is to help the migrant students in Algebra.

We are very happy with the development of the program. We wish they had more time for more studies - let's say 2 or 3 more weeks, because that time is not enough to be well prepared for the future. We would like to thank all those who make this program possible.

I suggest that while there is an opportunity of going to the Yo Puedo Program, I accept that my son participates always in the Program. It is such a good opportunity for the students.

I would give my blessing and my thanks so much to the Yo Puedo Program. It's too bad that some students don't have the opportunity as the migrant students. It's such a beautiful experience that every student should try it. We as parents thank you deeply that we're here to help in any way we can to keep this program for as long as we can cherish this!

I want to congratulate you for the wonderful program you have discovered.

I think it is a very good and productive program that helps them a lot for high school.

Well, both programs are very good because both care for our children.

I am going to go to the next meeting here in Soledad and will take three students that live here in this area so that they can explain their experiences. I will come to an agreement with Mr. Lopez, in charge of the program here in Soledad, and for the Yo Puedo Program to continue. And thank you very much to all the staff.